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ABSTRACT

Using the career education units developed during the 1972-73 school year by Peoria District 150 teachers as its primary resource, the resource book was compiled by workshop participants to assist elementary and special education teachers in the implementation of an integrated career education. Staff development activities focus on three major approaches to the development of student awareness and competencies: (1) the person-centered interview emphasizing the person in the occupation; (2) the career visit; and (3) development of work units centered around people in occupations. Presented according to grade level, K-8, each unit provides behavioral objectives, activity and curricular correlation, resource guides, instructional materials, and bibliographies. A 63-page unit for children with learning disabilities deals with language, motor, and perception problems. A model career visit directory of local business concludes the book. (MW)

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Project

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People
of
Peoria

Career Awareness and Exploration

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This handbook was prepared and revised in cooperation with Chester W. Dugger, Ed. D., Director of Project People of Peoria from March 1972 to June 30, 1973.

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PEORIA PUBLIC SCHOOLS DISTRICT 150
3202 NORTH WISCONSIN AVENUE
PEORIA, ILLINOIS 61603
JANUARY 1974

CE001642

PREPARED BY CLASSROOM TEACHERS FOR CLASSROOM TEACHERS

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ACKNOWLEDGEMENTS

The material included in this resource book contains contributions from practically every classroom in District 150's elementary schools. During the 1972-73 school year teachers submitted outlines of career education units they had developed with their students. In June, 1973, 149 participants in a week-long workshop combined ideas from those outlines to prepare the sections of this notebook.

The following people participated in the 1973 workshop.

Pre-Kindergarten - Kindergarten

Teacher	School
Betty Anderson	Kellar East
Jeanne Ballowe	I. S. U. Student-Teacher Center
Margaret Harten	Von Steuben
Isabel Little	McKinley
Orville Schroer	Irving
Annette Smith	Lincoln
Penelope Stone	Blaine Sumner

First Grade

Mary Anglin	Sterling
Georgia Anton	Tyng
Helen Bartlett	Kellar West
Emily Beck	Irving
Patricia Cambron	Sterling
Erma Fenton	Von Steuben
Marguerite Huffman	Tyng
Sue Kingery	Kellar East
Phyllis Love	Irving
Sherry McChristy	Reservoir
Irma Mooberry	Irving
Dorothy Rial	Columbia
Bernice Saeger	Sipp
Susan Tretiak	Glen Oak
Marilyn Trinder	Hines
B. Jean Wessel	Sipp
LaVerna Wilkie	Thomas Jefferson
Treva Wright	Calvin Coolidge

Second Grade

Teacher	School
Fran Bierly	Loucks
Irene Bohannon	Harrison
Cyndy Crist	Franklin
Ann Duke	Harrison
Violet Glynn	McKinley
Fyrne Gonerka	Sipp
Eilleen Gordon	McKinley
Frances Hammond	Woodrow Wilson
Helen Healy	Bartonville Grade School
Mary Hogan	Kingman
Nancy Matousek	Webster
Buel McKee	Sipp
Josephine Owens	Harrison
Jo Wagoner	Loucks
Arlene Wise	Kellar East

Third and Fourth Grade

Nancy Bills	Greeley
LaVelle Borders	Kingman
Laurel Burgess	Trewyn
Peggy Eckes	Irving
Sandy Fosco	Tyng
Emel Glover	Irving
Alice Margy Hart	Kellar East
B.J. Howell	Loucks
Carol Johnson	Washington
Frances Kendrick	Harrison
Ellie Knauer	Lincoln
Jean Korgie	Manual High School
Lucy Maxwell	McKinley
Elizabeth Payne	Von Steuben
Judy Porter	McKinley
Lorraine Reel	Von Steuben
Herb Rynor	Thomas Jefferson
Josie Tucker	Thomas Jefferson
Hunt Wagstaff	Irving
Kathy Zeid	Kingman
Norton Zeid	Longfellow

Fifth and Sixth Grade

Darlene Bayne	Roosevelt
Mary Bazzetta	Northmoor
Liz Bright	Washington
Richard Byrd	Irving
Meredith DeGood	Columbia
Gail Dingledine	Webster
Ruth Drake	White
Geraldine DuMars	White
Loretta Edger	Calvin Coolidge

Fifth and Sixth Grade Con't.

Teacher	School
Mary Dynan	Franklin
Joan Flowers	Lincoln
Ila Garrigus	Tyng
Joyce Hattenhaus	Von Steuben
Freida Howard	Harrison
Bob Jorgenson	Blaine Sumner
Nelda Keene	Von Steuben
Roberta Koch	Thomas Jefferson
Melnie Kyser	Roosevelt
Bonnie Mack	Harrison
Margaret Oakley	Garfield
Ann Ragsdale	Thomas Jefferson
Sharon Reed	Roosevelt
Marilyn Rollins	Von Steuben
Deloris Rowland	Whittier
June Tyler	Garfield
* Judy Young	Harrison
Rosalie Young	Sipp

* Resigned

Seventh and Eighth Grade

Lila Burgess	Trewyn
Virginia Chase	Trewyn/Northmoor
Linda Collier	Hines
Marvin Everts	Thomas Jefferson
George Gaertner	Loucks
Norman Hoerr	Roosevelt
Terry Howell	Roosevelt
Edna Jones	Columbia
Pat Perkins	Woodrow Wilson
Mary Petruzzi	Trewyn
Sara Pilcher	Whittier
Pam Pittman	Trewyn
Herb Ragsdale	Elementary Music Teacher
Lorraine Reel	Columbia/Von Steuben
Jean Scheffler	Trewyn
Joan Schmidt	Thomas Jefferson
Carol Schuldt	Glen Oak
* Margaret Sides	Northmoor
Mark Skertich	Reservoir
Helen Smith	Sterling
Carol Turbett	Roosevelt
Nancy Tyree	Trewyn
Georgia Washington	Washington
Virg Weber	Von Steuben
Margaret Itschner	St. Thomas Grade School

* Resigned

Special Education

Teacher	School
Varda Ashbrook	Heading
Marti Austin	Sterling
Chris Berto	Woodruff High
Genevieve Burbridge	Hines/Sipp
Bernadine Carlen	Thomas Jefferson
Jimmie Chapman	Roosevelt
Chris Davis	Roosevelt
Vicki Dobrinski	Woodruff High
Betty Gordon	Hines
Louise Groves	Von Steuben
Carol Hammer	Thomas Jefferson
Betty Heerman	Kingman
Kathy Hendele	Sterling
Pat Honigman	Sterling
Karla Jones	Sterling
Carol Mini	Heading
Eloise Nielsen	Diagnostic Learning Center
Geraldine Nordstrom	Von Steuben
Margaret Peppard	Blaine Sumner
Terry Schupp	Sterling
Jim Sedgwick	Woodruff High
Carolyn Short	Heading
Sharon Sprecher	Zellar Zone Center
Beverly Stephens	Sterling
Beulah Wise	Roosevelt

High School

Don Baker	Peoria High
Israel Berman	Youth Farm
Betty Gustin	Woodruff High
Mary Beth Harper	Peoria High
Edwina Jordan	Peoria High
Jean Keithley	Peoria High
John Rathbun	Woodruff High
Helen Richardson	Woodruff High
Bill Russell	Manual High
Lucy Taylor	Woodruff High
Chuck Zbrozek	Peoria High

Behavioral objectives included in each section were edited by Dr. James Nighswander, Director of Research, Springfield Public Schools, Springfield, Illinois.

The final draft was compiled and edited by Charles Pryor, Coordinator of Career Education, Peoria Public Schools. Technical organization and typing was directed by Mrs. Gail Ori.

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INTRODUCTION

Project People of Peoria has adopted the following themes to facilitate communication and implementation of Career Education throughout District 150:

(1) Career Education is "person-centered";

(2) strong community participation is essential;

(3) students are involved in active roles leading to career awareness and exploration;

(4) career awareness and exploration activities are integrated into the existing curriculum.

Three major teaching strategies

Staff development activities have focused upon three major approaches to the development of student awareness and competencies. The first approach is to have people come into the schools and discuss their careers with the students in a "Person-Centered Interview," emphasizing the person-in-the-occupation.

The second approach is the career visit. A career visit may be within the school itself to learn about the people who work there. It might be a walking visit into the school neighborhood or a bus trip to interview people at work. From this approach a "model career visit" evolves and is explained in detail on pages 50-52 in the Career Education Teachers' Handbook.

The third approach is the development of units of work centered around people in occupations. During 1972-73 each teacher was asked to turn in outlines of at least two Career Education units taught during the school year. Those units became a primary resource for participants in a week-long workshop in June, 1973.

Teachers worked together in grade level groups to develop "a written document to communicate the how-to-do-its of career education to their colleagues." The present Career Education Resource Book is the result.

Each unit of work represents ideas tested by teachers during 1972-73. Resources cited have been checked for availability. References to adopted texts are up to date as of this printing but will change as new materials are adopted. The loose leaf format is designed to allow such changes to be documented and inserted into the Resource Book whenever necessary.

The Resource Book consists of nine sections, each section being identified by a different color. Teachers will receive the section containing their grade level as well as the level before and after. Complete volumes (K-8 and special education) will be available in each school office and library.

Teachers are encouraged to use the contents of this document as a source of ideas. One may choose to teach units as they appear herein or may simply look up references, places to go, etc. to supplement other units of work designed for specific classes.

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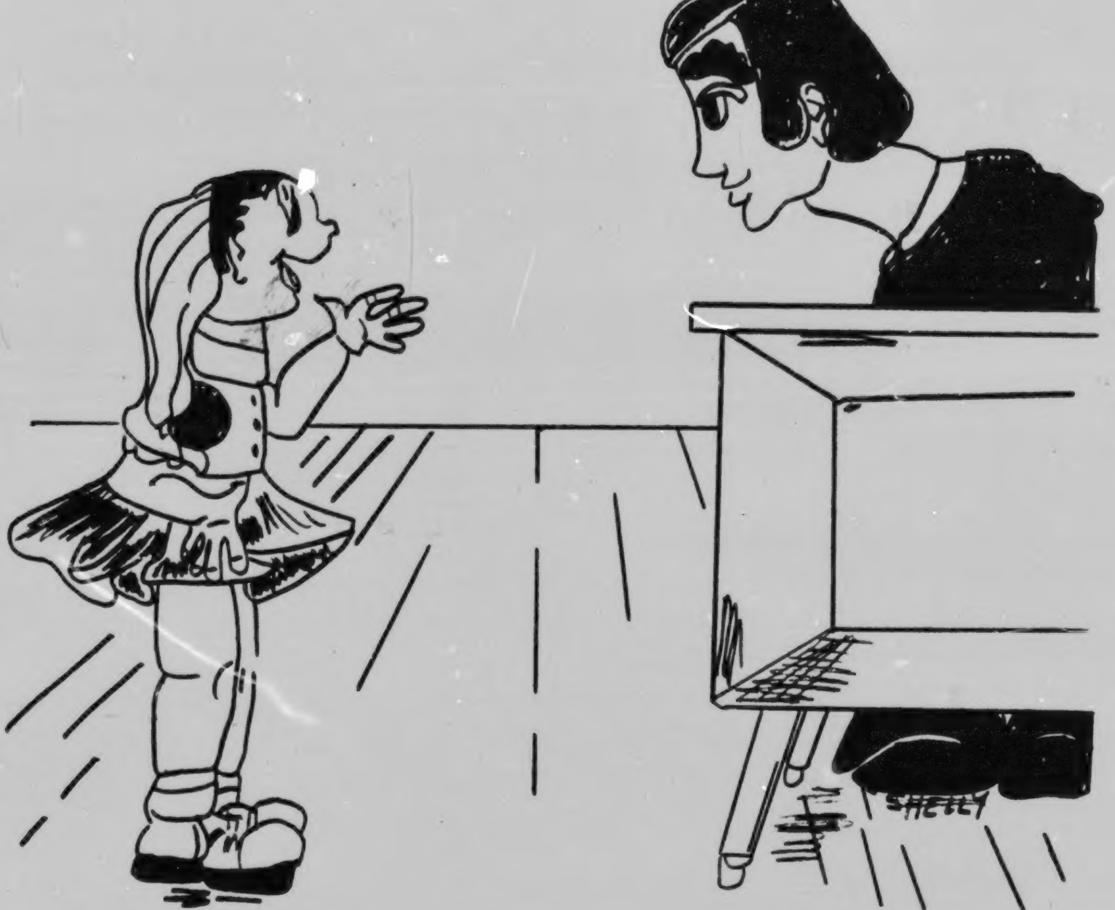
INTERVIEWING,

KEY TO

CAREER AWARENESS!!



INTERVIEWING IN THE CLASSROOM

These pages developed by classroom teachers participating in the summer '73 workshops, are designed to help implement the interviewing technique in the classroom. The suggestions for resources and performance are not intended to be complete but are presented to enhance teacher-pupil involvement with the interview technique.

I. THE STUDENT AND TEACHER WILL SEEK OUT COMMUNITY RESOURCES WILLING TO PARTICIPATE IN THE INTERVIEW PROCESS.

A. Use a resource within the room such as a new student; student with a job; student with a hobby; or the teachers.

B. Interview members of the school staff.

C. Mail personal letters to parents requesting their participation in the program; call parents; children talk to parents.

D. Contact people in the community that meet the needs of the class. (Refer to school resource file.)

1. Send sample questions and information sheet to the interviewee.
2. Reassure interviewee that he reserves the right not to answer questions with which he is uncomfortable.

II. STUDENTS AND TEACHER WILL ESTABLISH GUIDELINES FOR PROPER CONDUCT DURING AN INTERVIEW.

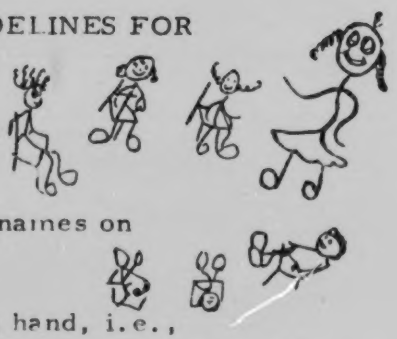
A. Arranging students in a circle will

1. provide eye contact.
2. provide better student participation.

B. Student identification (name tags, headbands, names on desk) helps interviewee be more at ease.

C. Raise hand at the proper time...or

D. Practice discussion techniques without raising hand, i.e., learn to listen for opportunity to speak up.



III. THE STUDENTS WILL PREPARE AND ASK SPECIFIC QUESTIONS ABOUT THE INTERVIEWEE.

A. Students may observe an interview in another room.
B. Roleplay an interview situation.
C. Room discussion on questions to be asked.
D. Evaluate technique after each interview.

IV. THE STUDENTS WILL BECOME ACQUAINTED WITH VARIOUS CAREERS.

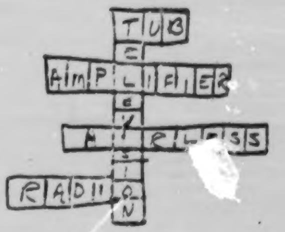
A. Interviewee will be asked to dress as he does on the job.
B. Interviewee will be asked to demonstrate what he does on his job, if possible.
C. Evaluate career. Each student should have opportunity to express pros and cons of careers after interviews.

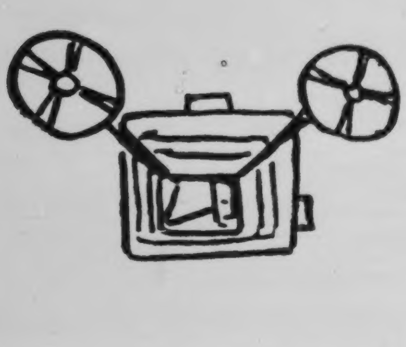
V. THE STUDENTS WILL COMMUNICATE FREELY WITH THE INTERVIEWEE.

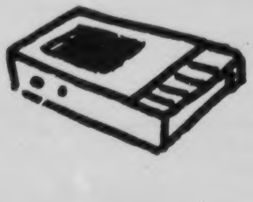
A. The students will express themselves verbally.
B. The students' self-worth will be enhanced by positive interaction with adults.

VI. GENERAL HELPS

A. Audio-visual aids can be used to generate interest and evaluate progress in the use of the person-centered interview.
B. Interviews may be conducted by small groups, recorded, and shared with other members of the class.
C. Follow-ups of interviews may be:
    1. group discussions.
    2. research projects on specific careers.
    3. vocabulary lists.
    4. spelling lists.
    5. crossword puzzles.
    6. anagrams.
    7. phonics skills.
    8. other imaginative activity.
D. Always follow-up interview with thank you notes.







Many District 150 teachers and administrators have participated in a series of seminars based on Dr. William Glasser's book, Schools Without Failure. The impact of those seminars is evident throughout the District. In the following article Nancy Bills discusses Career Education and Schools Without Failure and demonstrates how the basic ingredients of involvement, relevance and thinking can be brought to the classroom.

GLASSER AND CAREER EDUCATION

Nancy Bills

"From kindergarten through graduate school, we must teach students, or help them discover for themselves, the relationship of what they are learning to their lives."[1] This statement could be a quotation from a book on career education. Actually, it is a passage from Schools Without Failure by Dr. William Glasser.

A large number of teachers in the Peoria schools have been involved with both philosophies during the last two years. Many have concluded that integration of career education and Glasser methods is not only possible, but desirable, since they share common objectives.

Career education takes teachers and students out of the confines of the classroom into the community or brings the community into the classroom. This gives students the opportunity to interview people from the world of work. Career education is a significant way to relate school material to the outside world.

Glasser says that nothing should be taught in school that is not in some way relevant to the life of the student, and that this relevance must be taught.[2] This philosophy is also inherent in career education. By involving children with authentic career situations, the teacher can demonstrate the relevance of learning skills to the occupation. Subject matter can come alive to the student through contact with career people.

In my fourth grade class, I recall a social science lesson in our textbook which used the term "representative democracy". I was trying to decide how to make this term meaningful to the children when one of the students burst out with, "That would be like Mr. Metts!" The student was indeed correct. Earlier in the year, during a career education unit, our class had experienced an interview with the alderman from our ward. Mr. Metts had explained that he did his best to represent all of the people in his ward. The words, "representative democracy", were no longer abstract words in a book, but had significance and relevance to the class. They had interviewed a representative and had followed through with a simulated campaign and election in the classroom. Career education is instrumental in bringing relevance to the curriculum.

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[1] Dr. William Glasser, Schools Without Failure, New York: Harper and Row, Publishers, 1969, p. 31.

[2] Ibid.

Glasser also states, "Teachers are handicapped by the almost universal use of textbooks and their belief that they should rely heavily upon them".[3] In contrast, a career education teacher attempts to relate to the world of work by the use of field trips, interviews, roleplay, report, research, and "hands-on" activities. The textbook then becomes not the sole source of knowledge, but one of a multitude.

This reminds me of a discussion in our classroom. A question was asked concerning a hospital, to which no one seemed to have an answer. When I asked the students where they might discover the answer, they immediately proposed the encyclopedia. I prodded them further and asked how else they might find the answer, but they still suggested assorted books. I pursued the questioning until finally an exasperated student remarked, almost jokingly, "Well, I suppose we could go to the hospital and find out." Imagine their surprise when we did precisely that. Teachers and books are no longer the only reservoirs of knowledge.

Another area where career education and Glasser methods can intertwine successfully is in the utilization of Glasser class meetings. Dr. Glasser emphasizes that a student's individual ideas, interests, and opinions should be considered important and are many times stifled by the preponderance of fact-finding. He encourages the use of the open-ended class meeting in which the teacher leads a whole class in a discussion, free of right and wrong answers, about something important and relevant to the students' lives.

Since these meetings are an opportunity for the children to express their own ideas and opinions, disagreements frequently develop among students. This is prime time for the teacher to encourage student research in support of their opinions. It is also an appropriate time to focus the students toward the use of *people* as resources as well as books and printed material.

Career education can provide meaningful topics for the class meetings. The following questions are examples. "What, in your opinion, is the most important job in the community? How many people does it take to make it possible for you to have a hamburger at the drive-in? What would you do if a machine replaced your job?" Of course there are many possibilities.

Another type of Glasser class meeting, the educational-diagnostic, is always directly related to what the class is studying. In relation to career education, educational-diagnostic meetings prior to a career unit identify students' awareness of a particular occupation and the related skills. It is also useful as a follow-up to assess the students' gain in career awareness.

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[3] Ibid., p. 49.

Class meetings provide appropriate settings to discuss techniques for courteously interviewing persons in occupations. The interview, itself, is an extension of the Glasser class meeting. They both encourage the process of respectful interaction, both build communication skills, both encourage involvement, both provide success opportunities for each child.

Class meetings following a career interview give students an opportunity to voice opinions and feelings about an occupation. Class meetings prior to, or following a field trip or career visit challenge and extend children's observations.

Both the class meeting and interviewing are methods of improving students' communication skills. As Glasser said, *"When children learn to express themselves thoughtfully and without fear, when they learn to listen and to take and interest in what others have to say, they have developed a skill that probably correlates with success in life more than anything else taught in school."*[4]

As I think back over the past year, I did indeed see a change in my students' attitudes toward talking with adults and with one another. Through Glasser class meetings and career education interviews, the students' confidence in their verbal ability increased. The class meetings enabled them to share their opinions and to challenge each other. The career interviews allowed them to learn the process of inquiry and to develop their thinking and communication skills. Perhaps most importantly of all, involvement increased. Glasser considers involvement so vital that it is number one in his steps of reality therapy. In addition, one of the purposes of the open-ended class meetings is, "To build involvement--a trusting, caring relationship between teacher and students, and among students."[5]

Career education pursues involvement a step further. It helps to increase involvement between children and adults. Here we get into socialization which Glasser feels should be a major concern in our society. In his book, the Identity Society, he states, "Early socialization, teaching a child to be comfortable with and enjoy the company of various people, is the best experience parents can provide. It puts the child on the road to a successful life in the identity society."[6] In career education contact with adults in the world of work is one of the key learning experiences. From a child's associations with people, he develops his own self-concept and forms impressions of what he could become.

Finally, career education gives more children a chance to succeed. This is one of Glasser's supreme concerns--that too many children in school are failing and that when a child fails in school he may develop a pattern for failure in life. For some children who have failed in the more traditional fact and answer, book-centered method of learning, career education can open up new possibilities and opportunities. The career education focus, appropriately enough, is not upon learning from a chapter in a book, but rather is upon learning through experiences and involvement with people. This is not to say, of course, that books should be discarded, but that much of what is learned in school, might be more effectively taught through the incorporation of career education into the regular curriculum.

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[4] Ibid., p. 165

[5] Guidebook for Open-Ended Class Meetings, Educator Training Center (l.gl-16), Los Angeles, Calif.

[6] Dr. William Glasser, The Identity Society, New York: Harper and Row, Publishers, 1972, p. 135.

Many activities in career education take cooperation and thoughtful planning among students. They could be planning for a visit, compiling questions for an interview, setting up a model bank or store, or many other activities. These things help students learn to think, to make decisions, to cooperate, and to succeed.

Career education is flexible enough that it allows many opportunities for children to plan part of the curriculum with the teacher. A teacher may ask questions such as, "Students, what would you like to construct to show what you have learned about the newspaper business? How do you think we could find out more about people who work in construction? Who would you like to interview?"

Career education does not emphasize memorization of trivia, competition, and grades. It does emphasize involvement among students and adults. It does emphasize relevance of school work to the world of work. It does emphasize the child's thinking about what he wants to do with his life. *Involvement, relevance, and thinking* are also Glasser's three major components for a school without failure. These goals are more readily attained through an integration of Glasser and career education approaches.

Nancy Bills is a Fourth Grade Teacher at Garfield School, District 150, Peoria, Illinois.

Career Awareness and Your Valuable Time

Bonnie Yeley

an adventure into the business of Candyland

How do you convince a group of classroom teachers that the teaching of career awareness can be an integral part of their curriculum and not an isolated subject in itself ? This is probably the biggest problem faced by any school district planning to implement the program into their schools.

In the fall of 1972, teachers in District 150, Peoria, Illinois, were given, what I considered at the time, the added responsibility of teaching a new subject — Career Awareness. In spite of extensive training through workshops and the efforts of our well-trained CADRE teachers, I was very skeptical that such a program could be implemented into my second grade program without becoming an isolated subject involving too much of my vaulable time. But as time went on and I gave the matter much thought, I could see that the program was a needed one in our area and I was determined to learn how to successfully implement Career Awareness. When our school principal announced workshops were being held, especially for teachers who needed some inspiration, I readily volunteered to attend. If the workshops were for those who needed inspiration, I was sure I qualified.

At that workshop we were again told to find an organizing center or center of interest and to start from there. I left the workshop ready to start. I simply took a few minutes to think about what we were already doing in various subjects. We were studying money. A candy store would be an ideal organizing center, or beginning point. We could have clerks, cashiers, a stock boy, and an owner-manager in our Candyland Store. The Candyland Store would get its candy from a wholesale candy company, Peoria Candy Company, which, in turn, would have an owner-manager, a secretary, and two truck drivers to deliver candy to the store. Both the candy company and candy store would need to deposit money in a bank where we could have tellers and a cashier. If the candy store made an excessive amount of money it would have to be delivered to the bank by Brinks Armored Truck drivers. The Candyland Store owner would probably wish to mail checks for his candy to the candy company. We'd need a post office with a postman, postmaster, and a postal worker. (We were even studying letter writing at that particular time.) Immediately we set up our post office and each child was given a list of the names and addresses of his classmates. A letter box was made with an a.m. and p.m. pickup time when the letters were delivered to the post office for stamp cancellation and later delivery. We jumped ahead two stories in our reading text and read "Bobby Visits the Post Office" where a.m. and p.m. were explained. Also, the film, "Modern Post Office" was viewed. One of our fathers was a postman and he came in to be interviewed.

Postal Inspecto

Since candy is hard on teeth we saw films on proper brushing and practiced this with our tooth brushing kit from the library. We reviewed the basic food groups we had studied previously. The school nurse came in to be interviewed and we learned about the different kinds of nursing jobs. The children learned to sing "Candyman" and we used the song for reading such as finding compound words, etc.

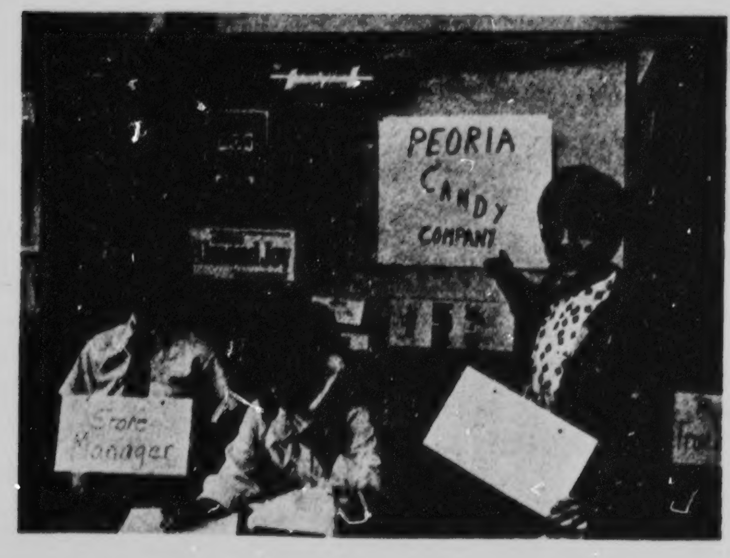
Assorted real candy was mounted on paper to be sold in the Candyland Store. But we used paper coins and brought buttons until we wound up the unit. It was then that we sold the actual candy. Each child always had to buy at least two kinds of candy so he could get practice in learning to add facts to eighteen.

We were fortunate enough to have a mother who worked at Peoria Candy Company and she came in for an interview. She gave each child a candy bar and we read every word on the wrappers. We also learned to read the words on the candy bar boxes that we had in our wholesale candy company.

When we were nearing the end of our unit, we made candy from a recipe we had posted in our room. The children had learned to read it well and we turned to the back of our arithmetic books and studied liquid measure since our recipe called for a cup of milk. We even learned tsp. and tbls. and other abbreviations. In fact, we had a big chart with lots of abbreviations. They made a spelling list and learned to spell lots of words associated with our unit.

A trip to the Peoria Candy Company was our grand finale.

I was extremely pleased with the results of my Career Awareness unit. The children, by roleplaying and interviewing, had been exposed to a lot of different occupations, and they'd been taught what they would ordinarily have been taught anyway. Also, I was convinced



that all a teacher needs to successfully teach Career Awareness is a little inspiration and a lot of determination to succeed. Why just today I found the opportunity to stress a new career. We're studying a science unit on animals and we made a zoo. I hurriedly looked up and read *I Want to Be a Zookeeper* by Children's Press. What nice stories I received about the work of a zookeeper! In fact, one little boy decided right then that he wanted to be a zookeeper — and I thought he was a marvelous postal worker!

Ed. Note: Peoria District 150 is in the second year of a federally-funded (NIE) career awareness and exploration project. The current phase of the project is directed by Charles Pryor, 3202 North Wisconsin Ave., Peoria.

Bonnie Yeley is a second grade teacher at Garfield School, District 150, Peoria, Illinois.

This chart indicates the clusters included in each section of the Resource Book.

OCCUPATIONAL LISTING BY CLUSTER

	Pre-K	K	1	2	3-4	5-6	7-8	Sp. Ed.
CONSTRUCTION		X		X	X	X		
HEALTH		X	X	X	X	X	X	X
TRANSPORTATION		X		X		X	X	X
AGRI-BUSINESS AND NATURAL RESOURCES	X	X	X		X	X		X
INDUSTRIAL AND ENGINEERING		X		X		X		
MARINE SCIENCE						X		
ENVIRONMENTAL						X	X	
BUSINESS AND OFFICE		X		X	X	X	X	
MARKETING AND DISTRIBUTION	X	X	X	X	X	X		
COMMUNICATIONS AND MEDIA		X			X	X	X	
HOSPITALITY AND RECREATION				X		X	X	X
FINE ARTS AND HUMANITIES						X	X	
PUBLIC SERVICE	X	X	X	X	X	X	X	X
HOME	X	X	X	X				X

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Grade-Kindergarten

A New Look For Kindergarten, (Peoria Public Schools)

Sharing Music Book, (American Book Company, 1963, 1959)

Singing Fun Book, (Bowman)

The Kindergarten Book, (Ginn & Company, 1949)

My Picture Book of Songs, (M. A. Donahue & Company, 1947)

FARM

BEHAVIORAL OBJECTIVES

1. Given a worksheet with pictures of various animals and their shelters, the student will correctly match at least three animals with their shelters.
2. Given a worksheet with pictures of baby animals and adult female animals, the student will correctly match the babies to their mothers.
3. Given a toy animal and a walking maze task, the student will correctly (as determined by the teacher) walk the animal through the maze.
4. Given the numbers 1, 2, and 3 on the blackboard, the student will point to each number and orally state each number correctly.
5. Given a number matching task, the student will correctly match numerosity of the numbers 1-2-3.

ACTIVITIES AND CURRICULAR CORRELATION

Reading Readiness:

1. Make an experience chart in preparation for the interview.
2. You can have the children do a worksheet to demonstrate matching of the animals to their shelter. This is teaching the children about animal homes as well as matching ability.
3. The child can also learn how to match the animal baby to the correct mother.
4. The class can make food books, of vegetables, etc. The children can either draw their own pictures or bring pictures in to make the book from.
5. The children can also do mazes for developing better coordination. They can follow a maze of getting the bus to the farm.
6. They can also do the Animal Walk Maze: Walk plastic farm animals through a puddle (a dab of finger paint on a piece of oak tag) and then walk the animal into it's shelter, through the shelter and out into the barnyard. Footprints of the animal will be left on the maze to see if the child was able to do this task.

Language Arts:

1. The children will be able to state: Horse walks through the stable, chicken walks through the coop, pig walks through the pen.
2. Poem:

A dog lives in a kennel;
  A pig lives in a pen;
A horse lives in a stable;
  And a lion, in a den.

A chicken lives inside a coop;
    A goldfish, in a bowl;
And sheep are happy in a fold;
    A mole, inside a hole.

A turtle lives inside his shell;
    The thrush lives in a nest;
But living in a little house--
    That seems to me the best.
                Ilo Orleans

3. Song: "Farmer in the Dell"
   "Old MacDonald had a Farm"
4. Game: "Farmer in the Dell"

Math:

1. Counting animal pictures 1-10
2. Teaching numerosity.
3. You can use a worksheet of numerals and animals: Have the children draw an X on the corresponding number of animals.
4. Game:

" HOP LITTLE BUNNY"
Hop Little bunny
Hop Hop Hop
Hop to the number_____,
and stop stop stop!

Large numerals from 1-10 are placed on walls around the room at the child's height. One child wears paper rabbit ears and the rest of the children recite Hop Little Bunny. The teacher states the numerals. Children take turns playing the game.

Science:

1. Have the children plant a garden in the classroom. Use vegetables that when ripe they can harvest. This will be taken care of by the children daily.
2. Also teach source of food.

Health:

1. Foods: Bring into the classroom a stalk and ear of field corn. Feel and discuss corn.
2. In the winter take a nature walk when there is a snow cover. Use the ear of corn to feed the birds, squirrels, chipmunks, etc.
3. Bring a box of corn flakes in a let the children have corn flakes. Discuss the source.
4. Pop popcorn in the classroom so that children will see that heat causes the corn to change.

5. Make an apple tree from popcorn. Have the children draw or paint a tree. Shake popcorn in a bag of red dry tempera paint. Glue the red popcorn on the tree for apples.

RESOURCES

People: Farmer, hired hands, machinery salesmen, seed salesmen, buyers of farm products.

Places: Farm-contact assistant Farm Advisor at the County Farm Bureau to locate a 4-H farm where the 4-H'ers can show and tell their products.

Joseph Reis Farm Deer Creek, Illinois Phone 965-2436

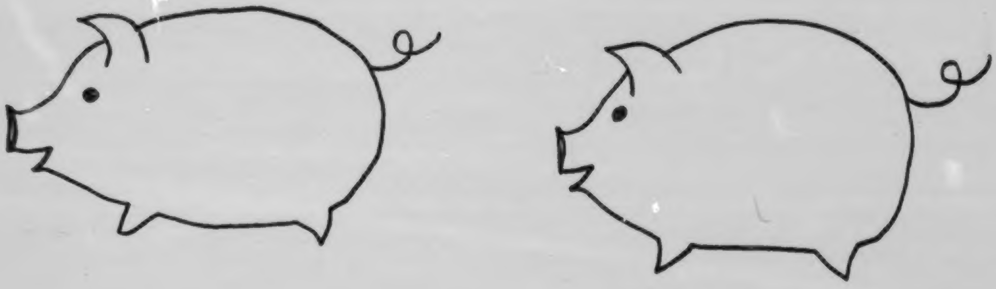
Things: Films - "Autumn on the Farm" #38
"Farmyard Babies" #177
"Spring on the Farm" #452
"Summer on the Farm" #467
"Winter on the Farm" #527

Books: Who Took the Farmer's Hat (Joan Nodset)
I Want to Be a Farmer (Children's Press)
I Want to Be an Orange Grower (Children's Press)
Carrot Seed (Krause and Johnson)

Records: "Carrot Seed"

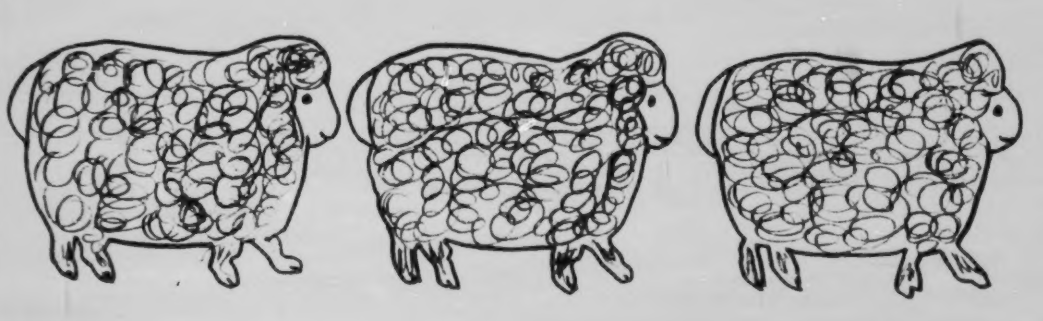
A-4

1



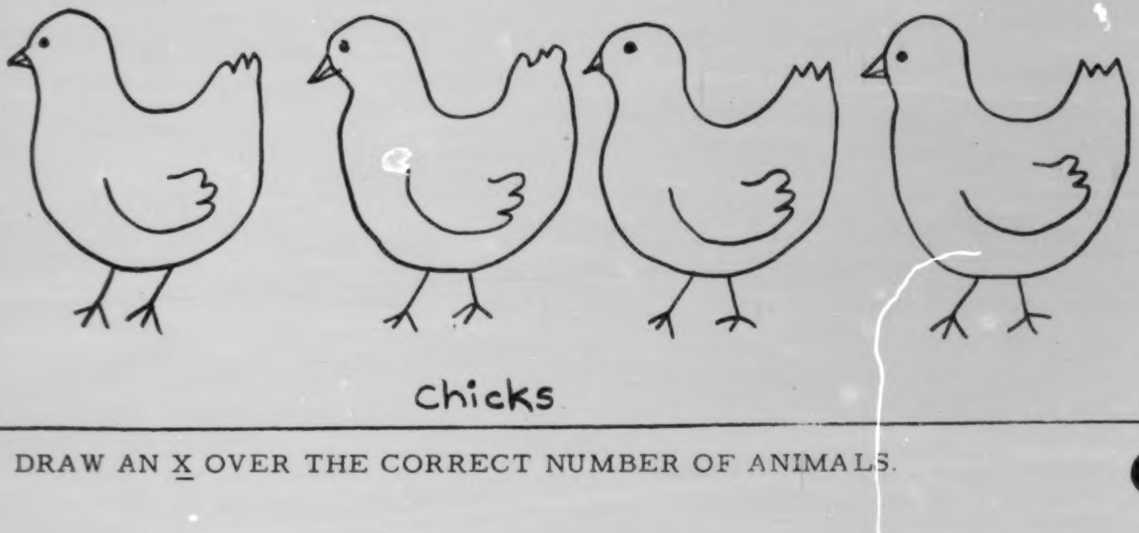
Pig

2



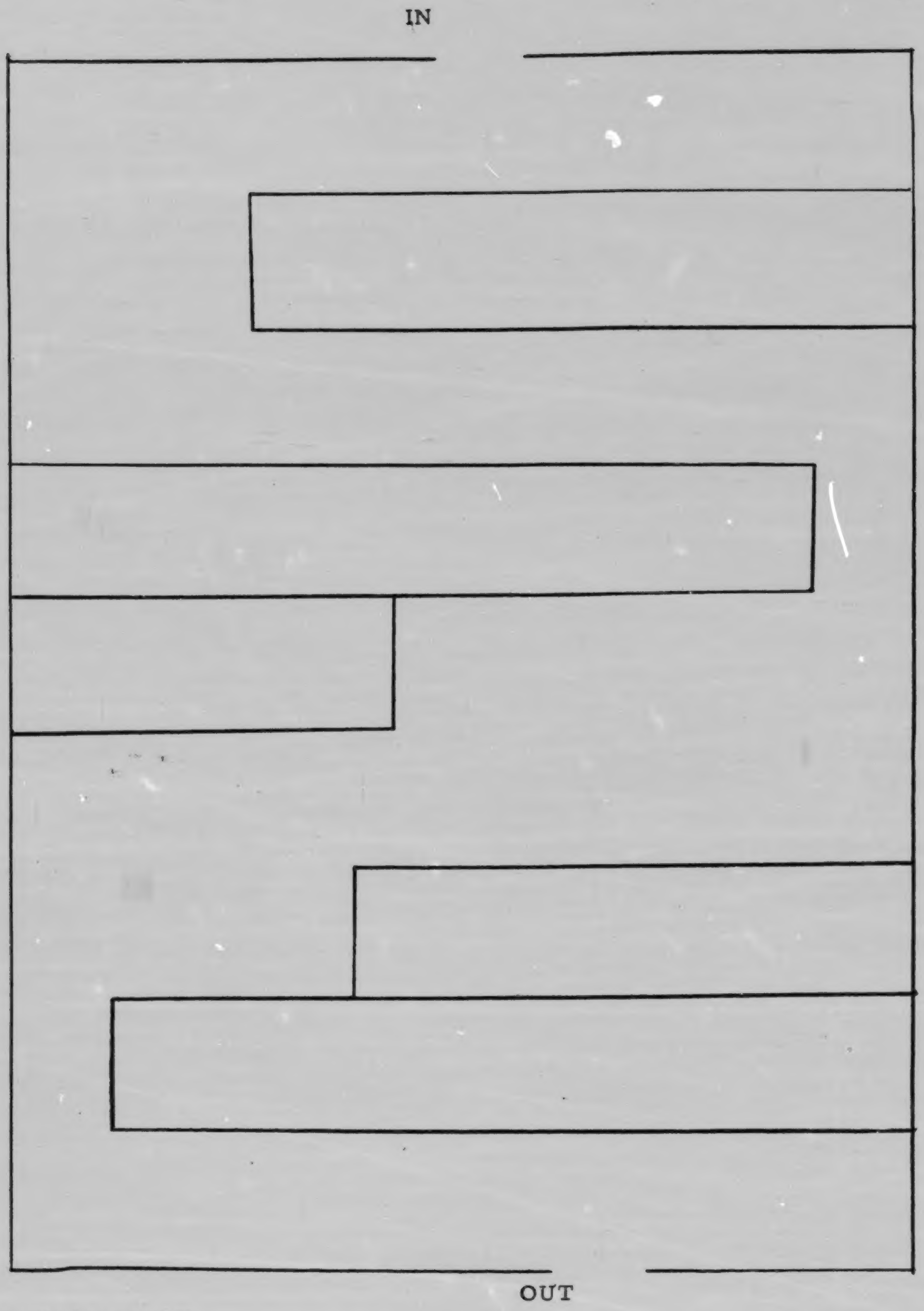
Sheep

3



Chicks

DRAW AN X OVER THE CORRECT NUMBER OF ANIMALS.



ANIMAL WALK MAZE

SCHOOL

BEHAVIORAL OBJECTIVES

1. Given a series of demonstrations on the use of the phone, only one of which is correct, the student will identify the one proper way to use the phone.
2. Given a color matching task, the student will be able to correctly match all eight basic colors.
3. Given a shape matching task, the student will correctly match squares, circles, triangles and rectangles.
4. Given a number matching task, the student will correctly match numbers "0" to "9".
5. The student will orally rote count from 0 - 10 with no errors.

ACTIVITIES AND CURRICULAR CORRELATION

Reading Readiness:

1. Filing: Get a file box with index cards. Make a file card index card with letters on it, or colored circles, or pictures of animals, or possible numbers. Then make index cards to match. Then let the children sort cards accordingly.
2. Before you take the children to the office have each table or each child make a picture on a ditto. Then when you go to the office they can watch the ditto run off in the office.
3. The secretary can also demonstrate to them how to write their names in shorthand. Explain to them that shorthand is a quicker way of writing. They can even try to copy what she shows them.

Language Arts:

1. Make a telephone booth from a large box and invert it. Now cut in a door and a window. The children can now paint the box. Now place a chair in the box and a play telephone. Now the children can roleplay in the telephone booth demonstrating courtesy on the phone like the secretary showed the children in the office.
2. To help teach numbers which the secretary uses daily use the fingerplay:

Numbers
I have 10 little fingers;
They all belong to me.
I can make them do things,
Would you like to see?
I can shut them up tight
And I can open them wide.

I can put them together
And make them all hide.
I can put them up high.
And I can put them low.
I can fold them together,
And keep them just so.

Math:

1. Have the children realize how often the secretary uses numbers.
2. They can keep absentees and attendance. This can be done on a large chart where they put a star next to their name for each day. Then count the days there and the days absent.
3. At this time teach them numbers 1-10. At least it is a good time to start. You can use number cards, number worksheets and number file cards. Some examples follow this unit.

Social Studies:

1. You can plan a field trip to the school office to see the secretary and what she does everyday; using the phone, sending mail, typing letters, taking dictation, running off dittos, opening mail, taking inventory, ordering supplies, etc.
2. Now the children can make a secretary kit. Have the children bring things from home that can be put in the kit. The children will be able to take the box at playtime and roleplay the role of secretary. Things that the children can bring for the kit are: pencils, pens, erasers, forms, envelopes, paperclips, ruler, paper fasteners, paper, etc. Some of these things can be found in your desk. If an old typewriter or a play one is available let the children experiment with typing.

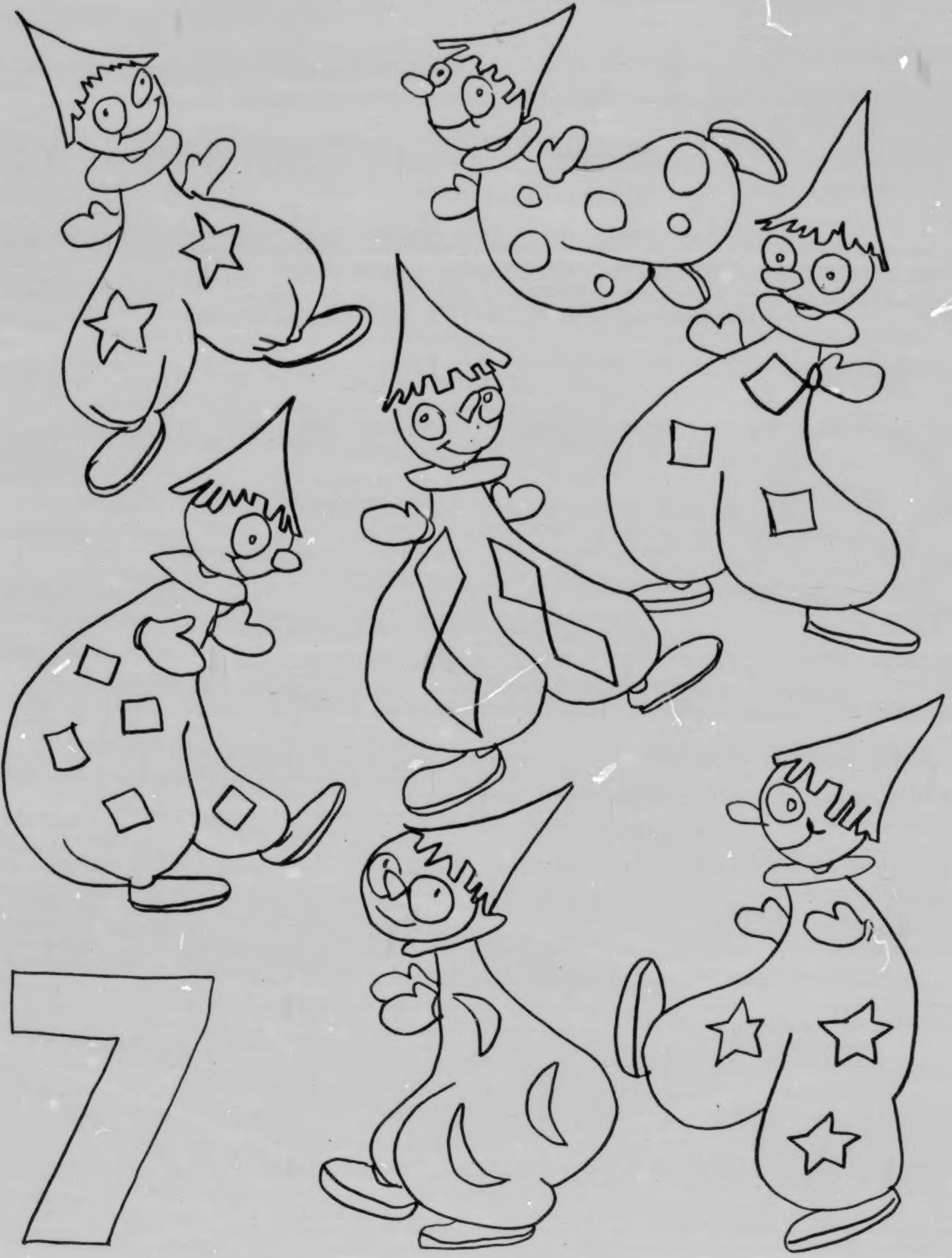
Health:

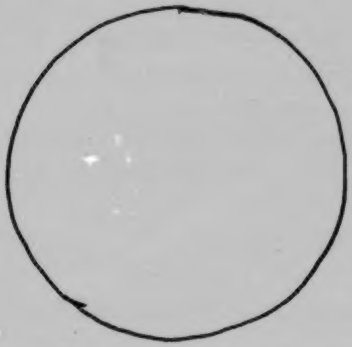
1. Have the secretary show the children how when they get hurt she helps fix them up. This can't be done when you have a full-time nurse. This may releave some children's anxiety about getting hurt and being sent to the office.

RESOURCES

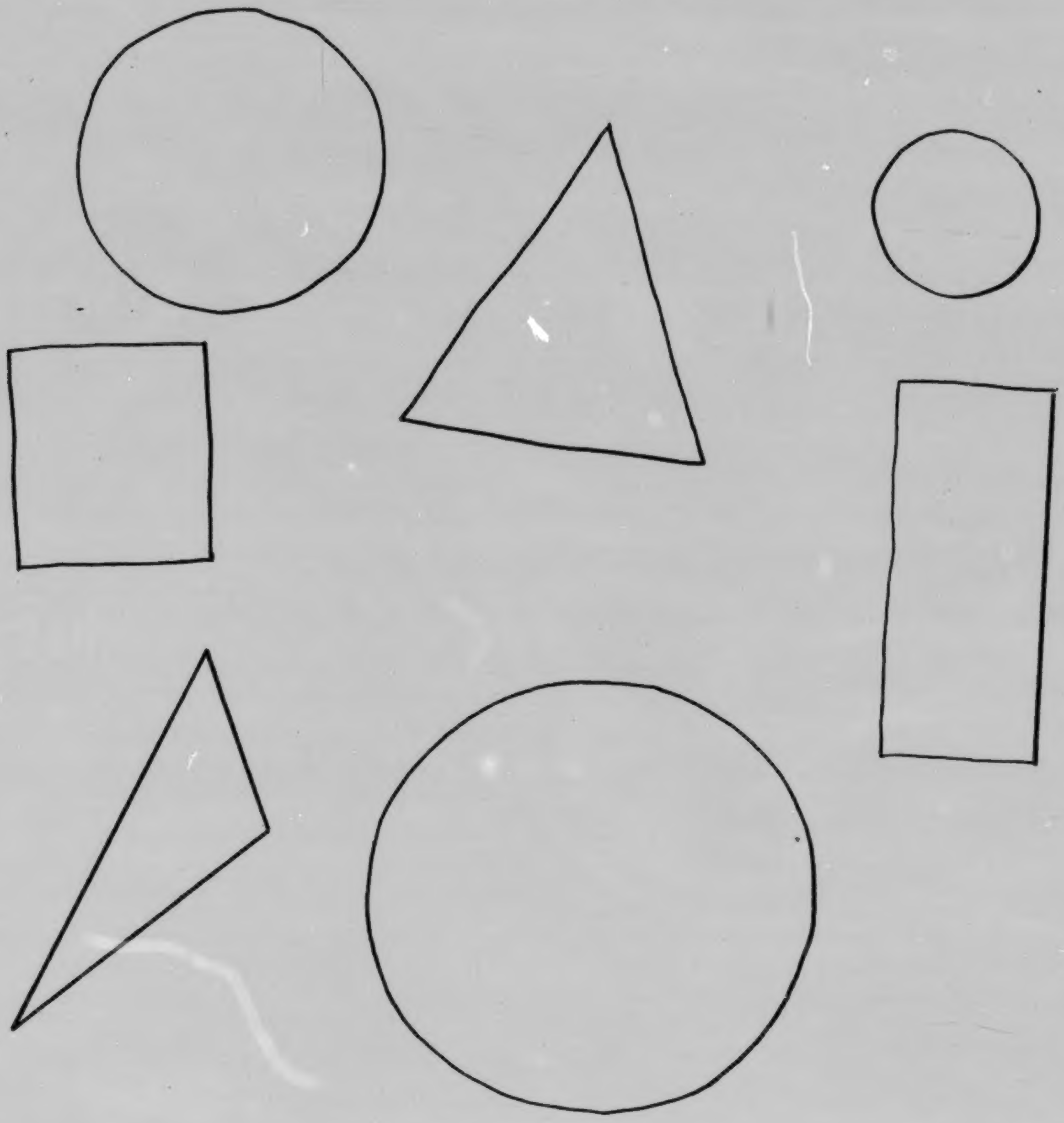
People:	Teacher, principal, secretary, cafeteria workers, custodian, teacher's aid.
Places:	Office, cafeteria, classroom, furnace room.
Things:	Books - About Our School (Stanek) Let's Go To School (Naomi Buccheimer) Filmstrip-"Good Manners at School"

THIS IS AN EXAMPLE OF A NUMBER CARD





COLOR THE CIRCLES BLUE



CIRCLE THE NUMBER THAT MATCHES THE ONE IN THE SQUARE.

1	2	3	1
3	4	1	3
2	2	1	4
4	3	4	2

GROCERY STORE

BEHAVIORAL OBJECTIVES

1. The children will understand that food is purchased at stores.
2. The children will demonstrate that money must be exchanged for goods.
3. The children will realize that the goods are not made at the store.
4. The children will properly demonstrate the use of three space relationship words. (Example- top, bottom, middle, up, down, on, under, etc.)
5. The children will classify vegetables, fruit, meat, dairy products, bakery goods, etc.
6. The children will label drinkable things and edible things.

ACTIVITIES AND CURRICULAR CORRELATION

Reading Readiness:

1. Have the children bring in pictures to paste on large group chart that classifies food- fruit, vegetables, meat, milk products.
2. The children can make money to play with and sort by size and shape.
3. Have the children show you space relationship by placing things on the shelf according to what you have said. Example: Place the cornflakes on the counter.
4. Have the children match kinds of foods on a worksheet. Have them color the things that match.

Language Arts:

1. Have the children make an experience chart on what they would like to know about a grocery store manager.
2. To the tune of "Farmer in the Dell" or any other familiar melody, encourage the children to suggest lyrics which would tell the story of these workers: store clerk, delivery man, milkman, baker, etc.

The Breadman
The breadman's truck I see
The breadman's truck I see
He's bringing bread and buns and cake
And all good things for me.

The Milkman
I've never seen the milkman, I've never seen his store.
Yet every morning he will leave two quarts before my door.

Math:

1. Have the children make money to use in their supermarket. These can also be used for classifying or sorting. The children can also price the items in the store.

Social Studies:

1. Take a trip to the supermarket to help gather ideas for the class supermarket. Interview the store manager and get advertising flyers for the class store.
2. Lead the children to discover that the supermarket is a collection or set of stores. Have them list the various departments or subsets: baked goods, dairy, meat, fish, fruits and vegetables, drug items, and etc. Bring out that some departments are seasonal: garden implements in summer, snow clearing items and Christmas decorations in winter. Stress elementary map skills by drawing a floor plan of the supermarket. This can be a total class project.
3. Using the various toys and kits, set up a miniature supermarket. Use it for reference points in encouraging children to tell of their experiences in the supermarket.
4. The children will enjoy planning the store and giving reasons for the placement of each department. This is an excellent opportunity for the experiences with classification. The children may form committees to bring in things for specific departments. When a store manager has been selected, have people interviewed for the positions of checkers, clerks, butchers, fruit men, and dairymen. This will bring an awareness that different jobs require different skills. These positions should be rotated frequently.
5. The store play screen makes an excellent store front. The chalk-board surfaces may be used for special sales notices and the advertising posters may be put on the front.
6. Have a grand opening of the supermarket with a prize for the purchase with the lucky number. Children make purchases and use play money; fruits and vegetables are weighed: a wagon is used to transfer items from storage room to shelves by stockboy.
7. The children become aware in a real situation of the skills and complexities involved in the operation of a supermarket. They may practice the skills needed to shop effectively in preparation for an actual shopping trip.

Health:

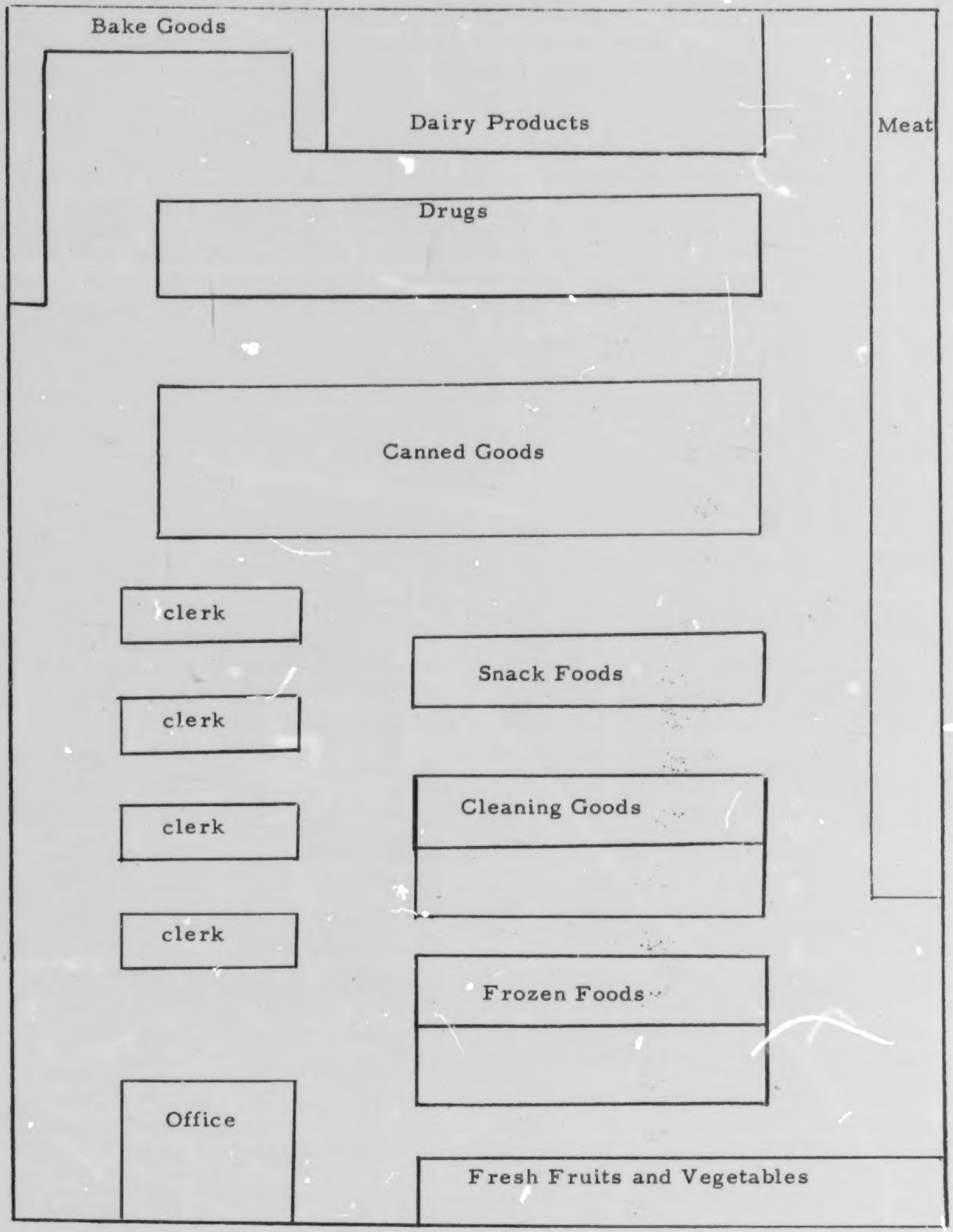
1. Foods that are good for you. Have the children take a paper plate and paste pictures of foods on each plate. The children then classify the food and they discuss food. These plates are then put in the housekeeping corner.

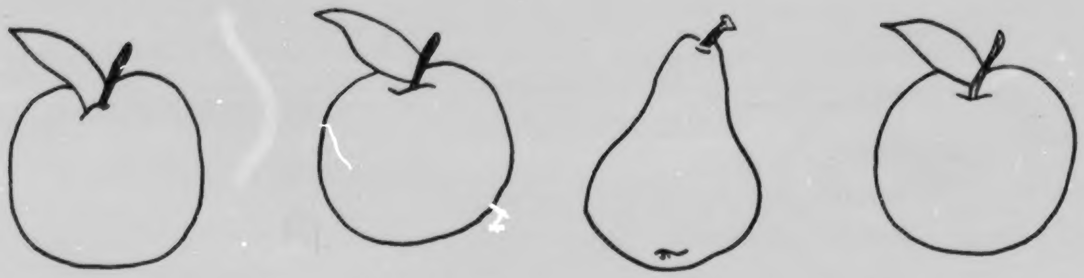
RESOURCES

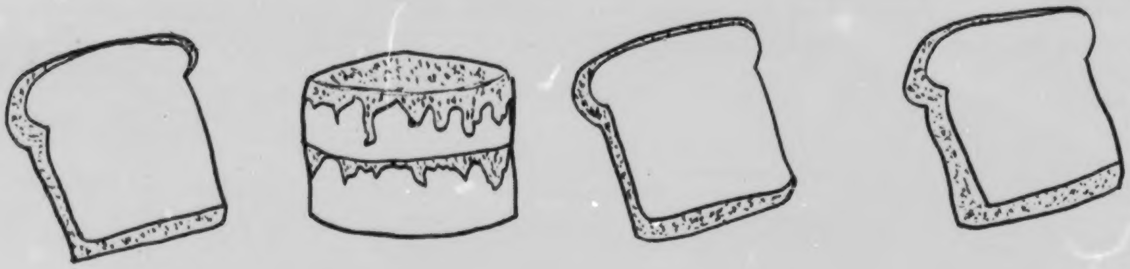
People: Cashier, manager, clerk, delivery boy, stock boy.
Places: Chain store - supermarket, corner store.

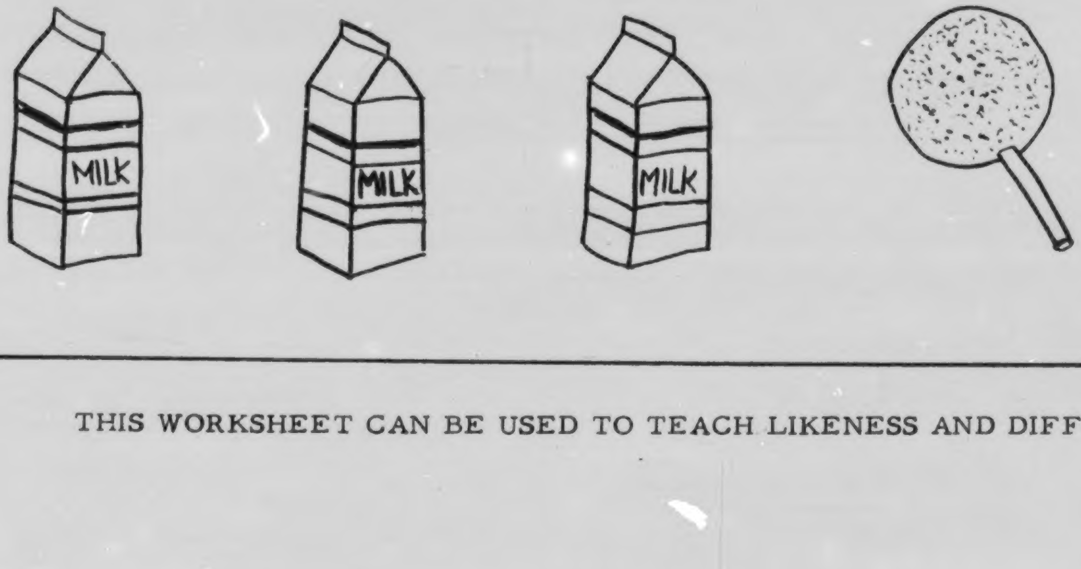
Things: Films- "Where our Food Comes From" #524
"We Get Food From Plants and Animals" #902
"We Want Goods and Services" #835

The children can paste pictures of each food group in the right department. In order to do this the map should be enlarged.

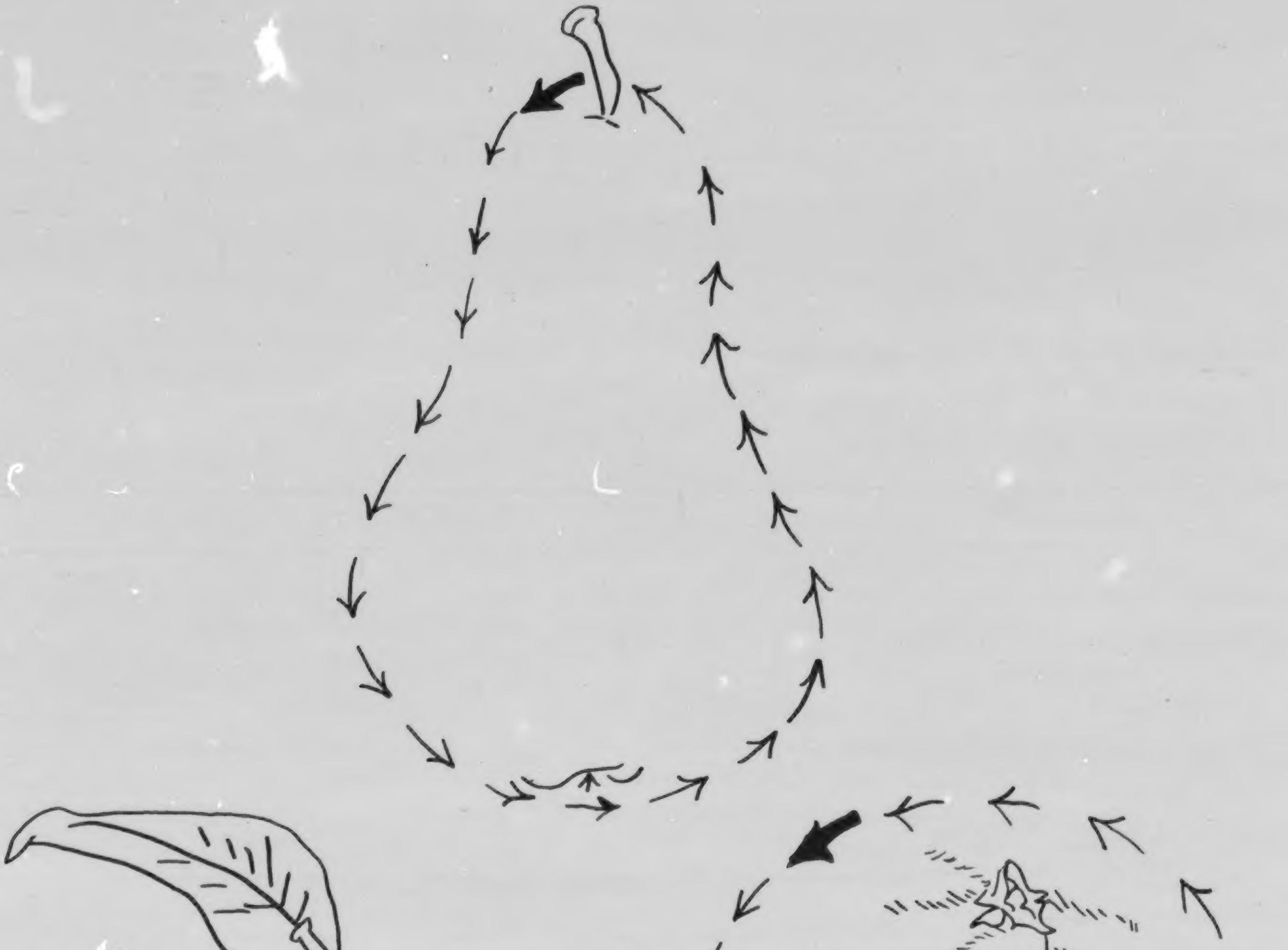

Bake Goods
Dairy Products
Meat
Drugs
Canned Goods
clerk
clerk
clerk
clerk
Snack Foods
Cleaning Goods
Frozen Foods
Office
Fresh Fruits and Vegetables






MILK
MILK
MILK

THIS WORKSHEET CAN BE USED TO TEACH LIKENESS AND DIFFERENCE.



THIS DITTO CAN BE FOUND IN YOUR MILLIKEN DITTO BOOK.
It helps teach classification of food- fruit, as well as teach motor-coordination.

FAMILY AND HOME

BEHAVIORAL OBJECTIVES

1. Given pictures of various family members and tools and/or tasks used or performed by family members, the student will correctly match tools/tasks to the appropriate family member.
2. Given pictures of food groups, the student will correctly name at least two food groups.
3. The student will correctly mix and measure the numbers of "1" and "2".
4. The student will correctly name (verbally) the members of an immediate family.
5. The student will correctly name the members of his immediate family.
6. The student will verbally state, upon request, his surname.
7. Given a list of students' names, the student will correctly identify(by pointing) his own given name.
8. The student will verbally state one acceptable reason (to the teacher's satisfaction) why parents work.

ACTIVITIES AND CURRICULAR CORRELATION

Reading Readiness:

1. Have the children take a picture of Father and pictures of various tools and sort out the things Father uses. Such as: hammer, ladder, saw, shovel, lawnmower, rake, and etc. Do the same for the Mother.
2. Classifying: Have the children bring in pictures of food. Have them collect empty cartons, empty bags and labels from various types of foods. The pictures can be arranged to make breakfast, lunch, and dinner menus. Have the children tell what they know about each kind of food.
3. Experience Charts: Make charts on what tasks each family member does.

Language Arts:

1. My family booklets- begin by drawing where they live and members of their family. Now label each picture and put it in book form.
2. Here is a simple poem to teach:

   Kitchen Tunes
   Our kitchen is a noisy place.
   It's full of merry sound.
   The pans make music on the stove.
   When mother is around.
       The carrots stew will "Burble! Bup!
       The meat fries, "Crackle! Pop!
       The oven creaks while cooling off.
       The corn bread sighs on top.

Sometimes my mom stirs up a cake.
And beats time with the spoon.
And then the kettle whistles loud.
To keep them all in tune. (Ida Pardue)

3. Have the children make a bulletin board of pictures from their vacation (either photos or drawn pictures). Label the pictures before you put them up. As you put them up the child can tell about it.
4. Poem:

Mother feeds the baby.
Mother cooks and bakes
Mothers put us in our beds
And tell us when to wake!

Math:

1. If a stove is available you can have the children make cookies. This would give the children a chance to see how a mother uses the skill of measuring.
2. If a stove is not available, each child can make frosting. Use the number 1 and 2. Have them put two tablespoons of powdered sugar and one teaspoon of milk in a small dixie cup. Have them take a popsicle stick and stir and then have them frost a graham cracker. They can then put another cracker on top.

Social Studies:

1. Roleplaying: Have disguises for different family members in the household corner so children may dress up and dramatize daily events in their home. Such things as daddy helps mother with dishes and mother takes care of the baby. Big brother or sister can help little brother or sister get ready for bed.

Health:

1. To show how mother gets a meal. Have the children set a place for each child with a napkin, knife, fork, spoon, plate and glass. Then have them watch as you fry bacon and scramble eggs. Then have them sit down and eat.

RESOURCES

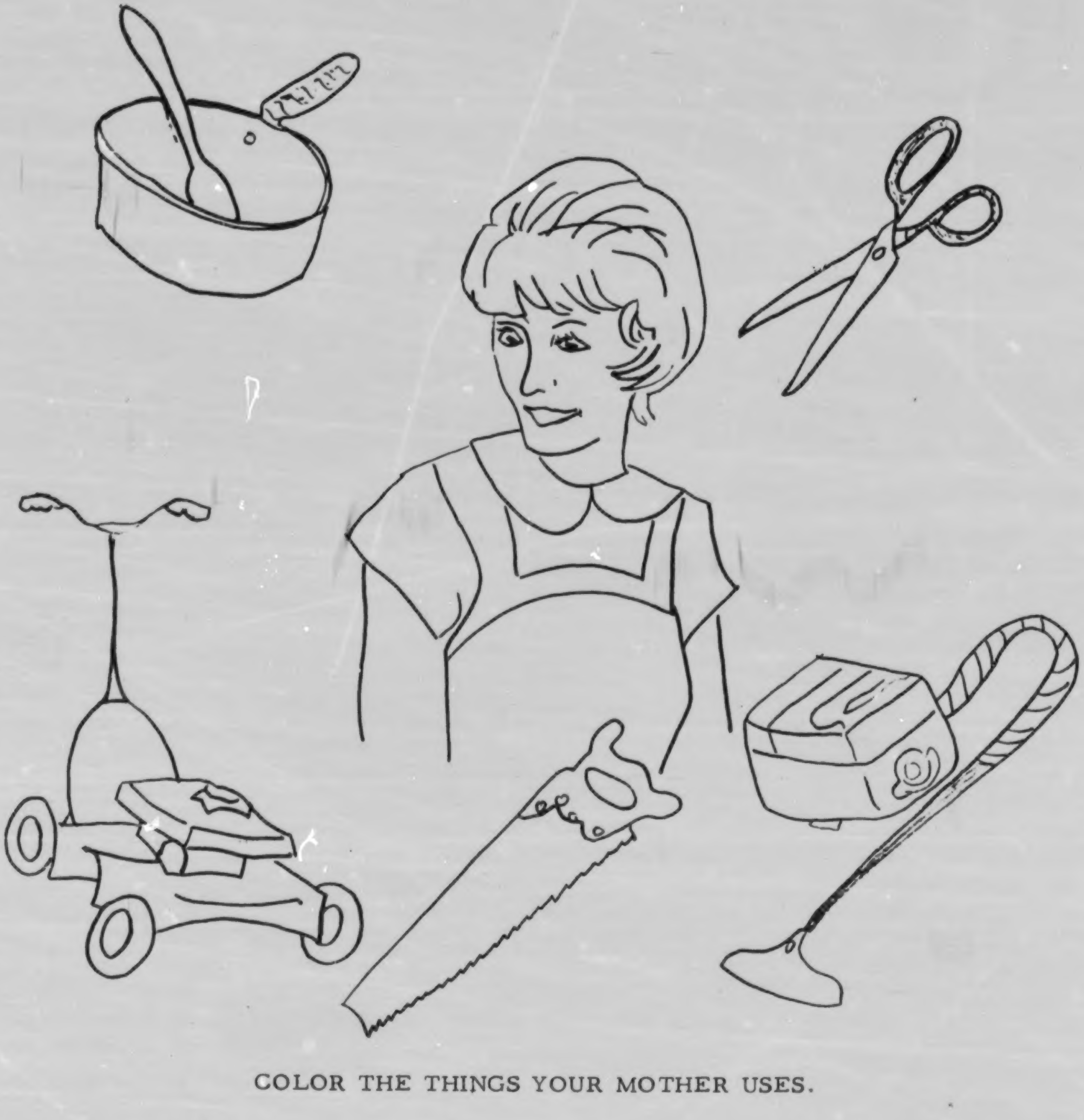
People: Mother, father, brothers, sisters and grandparents.

Places: Homes.

Things: Book- The Little Brute Family (MacMillan)
The Three Bears (Golden Book)
Filmstrips- "Robert and His Family"

Films- "Families and Learning: Everyone's a Teacher" #807
"Sights and Sounds of Home" (filmstrip)
"The New House" #880
"Beginning Responsibility: Getting Ready for School" #57

A-20



COLOR THE THINGS YOUR MOTHER USES.

COMMUNITY WORKERS

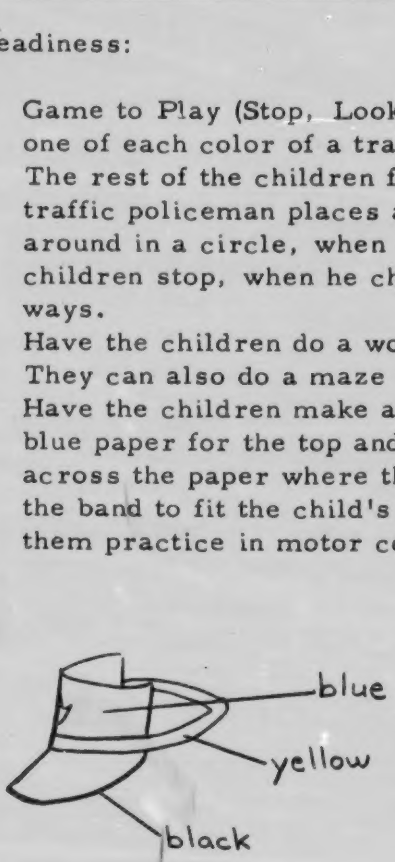
BEHAVIORAL OBJECTIVES

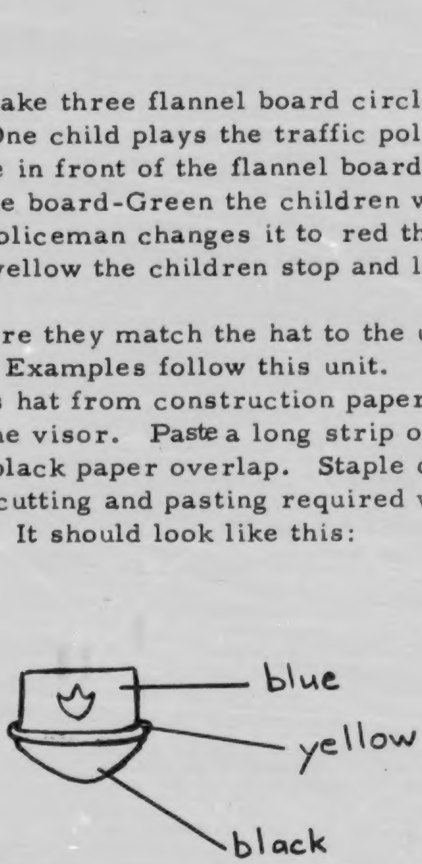
1. Each child will correctly identify each color by name when given red, yellow and green color stimuli.
2. Given pictures of working uniforms and hats, the student will match at least two hats to the correct uniforms.
3. Given pictures of a square, a circle, and a rectangle, the student will correctly identify each shape by name.
4. Given a series of demonstrations on crossing the street, all of which are incorrect except one, the student will correctly identify the one correct safe way shown to cross the street.
5. The student will verbally name three items of equipment used by a policeman in his work.
6. The student will name (verbally) one way the policeman helps people.
7. The student will verbally state who pays for the services of a policeman.

ACTIVITIES AND CURRICULAR CORRELATION (Policeman)

Reading Readiness:

1. Game to Play (Stop, Look and Go)- Make three flannel board circles, one of each color of a traffic light. One child plays the traffic policeman. The rest of the children form a circle in front of the flannel board. The traffic policeman places a color on the board-Green the children walk around in a circle, when the traffic policeman changes it to red the children stop, when he changes it to yellow the children stop and look both ways.
2. Have the children do a worksheet where they match the hat to the uniform. They can also do a maze worksheet. Examples follow this unit.
3. Have the children make a policeman's hat from construction paper using blue paper for the top and black for the visor. Paste a long strip of tagboard across the paper where the blue and black paper overlap. Staple or clip the band to fit the child's head. The cutting and pasting required will give them practice in motor coordination. It should look like this:





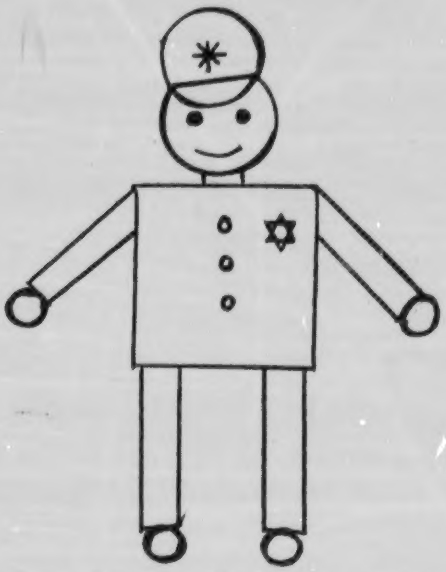
Language Arts:

1. Game to play (Where is my house?)- A child who has lost his way asks the policeman to help him. The policeman asks, "What is your address?" The child responds with his address and the policeman takes him home.
2. Emergency Squad- An important aspect of police activity apart from law enforcement is emergency and rescue service. Children will enjoy role-playing these situations. Suppose you are seriously hurt and must get to a doctor quickly. How can the policeman help? Why is it safer to travel fast with the policeman's warning siren than without it?
3. Poem:

Workers
Community workers are we
Policeman, fireman, nurse are three
Many others do we know:
Mailman, milkman, breadman, oh!
All of us help our town to grow.

Math:

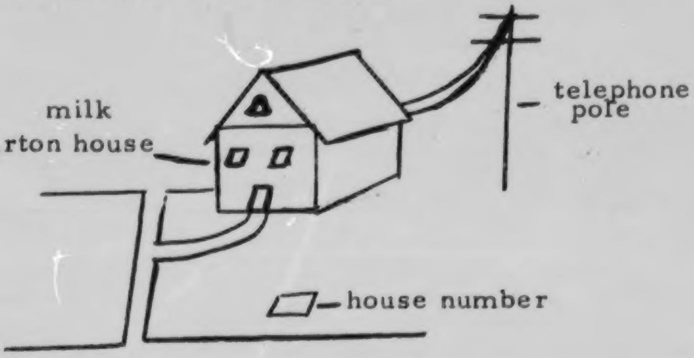
1. Have the children make a figure of a traffic policeman using geometric shapes. Call attention to his uniform. It should look like this:



2. Help the children make a traffic light out of milk cartons and construction paper circles of red, yellow and green. The carton may be first covered with aluminum foil or black construction paper. Discuss numbers to three and the colors and the meanings of the colors. These can be used to dramatize safety rules.

Social Studies:

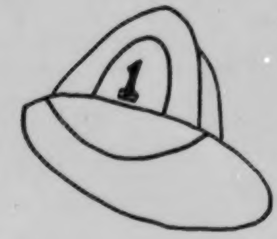
1. Officer Friendly's visit. The children will be able to ask questions from the list of interview questions from the experience charts.
2. Make a village. Each child can make a house with their address on it. Then build a community with small pint milk cartons. You can construct streets, schools, stores, and etc. When the children have learned their address a house sign is put up, when they learn their telephone number a telephone pole is put up and connected to the house. Small cars are put on the street: then when it's playtime the children can play in the village.

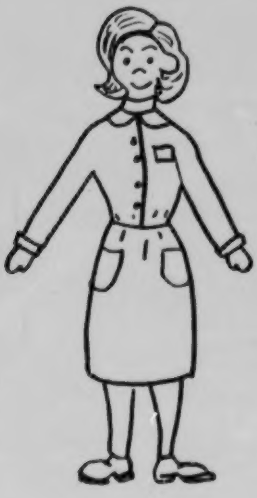


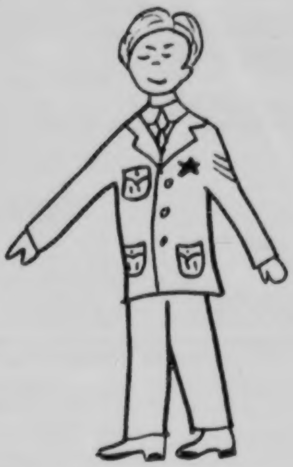
RESOURCES

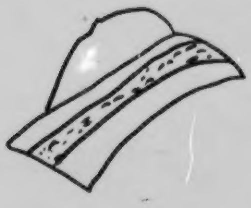
People: Policeman, fireman, milkman, bus driver, mailman.
Places: Squad car, corner crossing with guard, Officer Friendly's visit.
Things: Books: My Friend, The Policeman-Sylvia Tester
I Want to Be a Policeman -Children's Press
Peter's Policeman -Follett
Policeman Small- Lenski
Film: "The Policeman Day and Night" #820
Filmstrip:-"Patch the Pony"

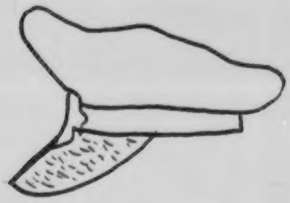
MATCH THE HAT TO THE CORRECT PERSON.

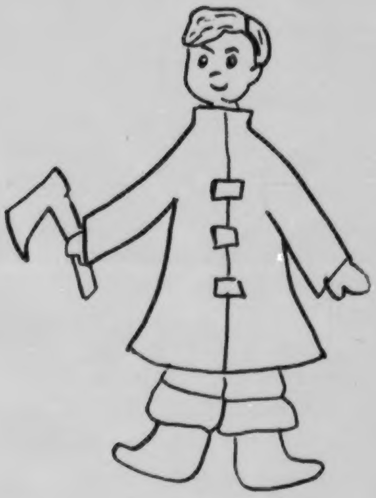




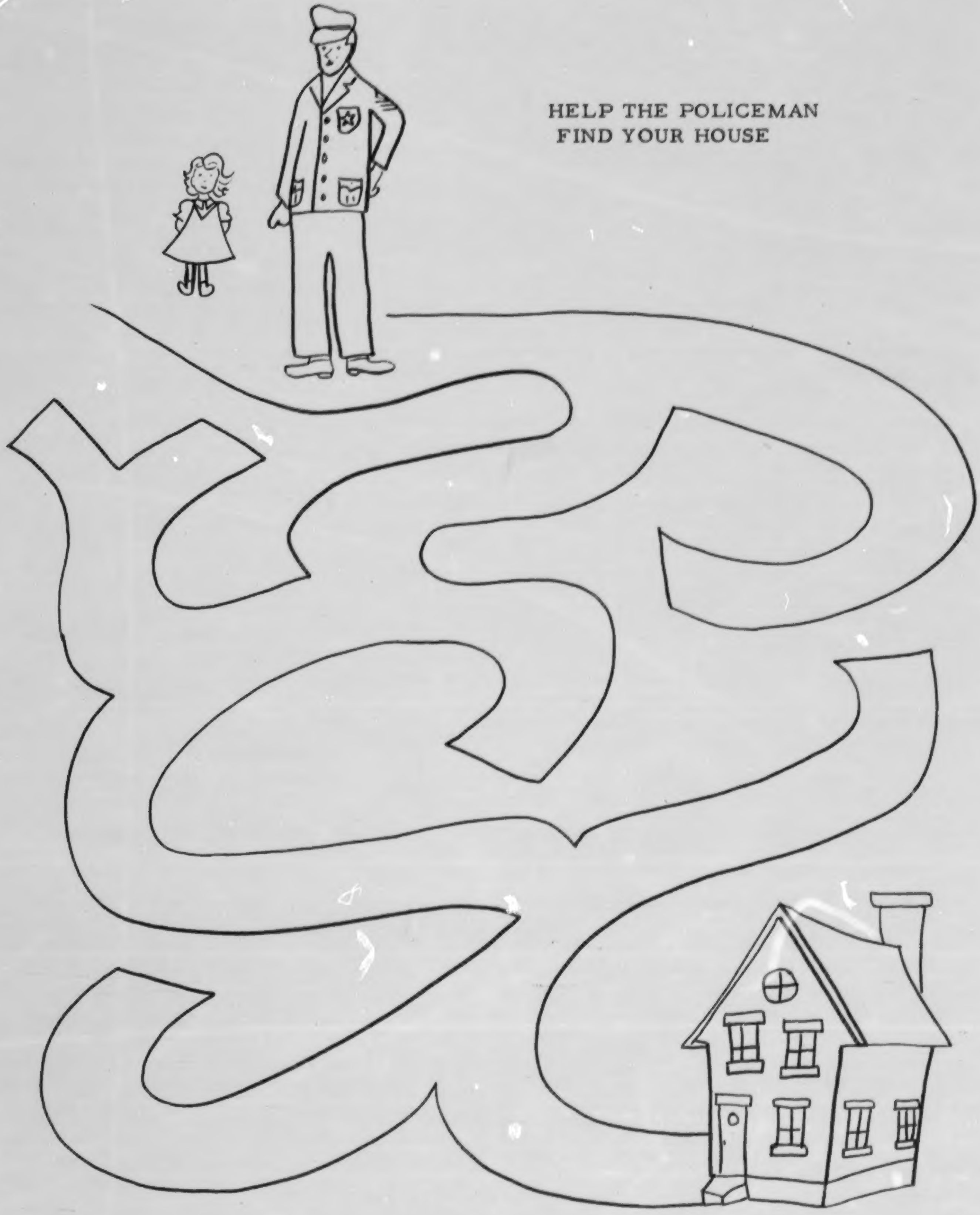








HELP THE POLICEMAN
FIND YOUR HOUSE



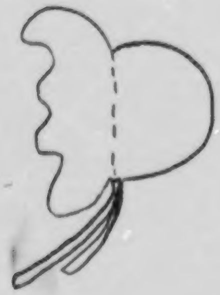
CAREER AWARENESS-KINDERGARTEN MASTER UNITS

I. The Home

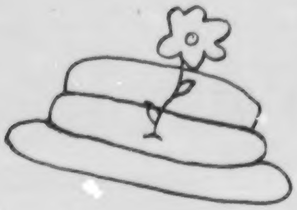
II. The School

III. Community Helpers
  1. Municipal Services
  2. Medical Services
  3. Food Services
  4. Industrial Services

IV. Transportation



THE HOME



HOME AND FAMILY

BEHAVIORAL OBJECTIVES

1. * The student will verbally describe (to the teacher's satisfaction) at least ___ duties performed by mother and father.
2. Given a worksheet containing pictures of household tools, and consonants, the student will correctly match beginning consonants with the appropriate household tool.
3. Given a matching task, the student will correctly match equivalent sets (i.e., silverware to family members).
4. Given a discrimination task, the student will correctly select different objects from groups of similar objects.
5. The student will verbally list reasons why cleanliness is important in the home (to the teacher's satisfaction).
6. Given a measurement task, the student will correctly compare measurements (i.e., recipes).

*(teacher may assign a number)

ACTIVITIES

Art projects

1. Rogues Gallery Pictures- Cut paper into oval shapes. Ask children to draw their parents faces on the ovals. Display pictures without names so that parents can try to locate their own. Supply a key. Good for any parent visitation.
2. Kitchen Utensil Prints- Using home objects such as clothespin(flat) or fork, press utensil into tray of paint and then on to paper. Repeat to form a design.
3. Paintings or Drawings.
4. All About Myself Book-(Me, My Family, My House, My Teacher).

Games

1. Roleplaying.
2. A New Look for Kindergarten(Peoria Public Schools)
    "I Saw"-page 41
    "Guessing Game"-page 53- Use common household objects such as dishes, dolls, doll clothes, etc.

Books, Finger-Plays and Poems

1. Select appropriate books from your own library(i.e., the I Want To Be... series from Children's Press.)

2. Finger-Play

Mother Sits and Knits

Mother sits and knits so	make knitting motions
This way-that way	
Mother sits and knits so	
So - So- So	
Father drives the car so	
This way-that way	make driving motions
Father drives the car so	
So - So- So	
Brother mows the lawn so	
This way-that way	make mowing motions
Brother mows the lawn so	
So - So- So	
Sister rocks her dolly so	
This way-that way	make rocking motions
Sister rocks her dolly so	
So - So- So	
Baby takes a nap so	
This way-that way	make sleeping motions
Baby takes a nap so	
So - So- So	

Here Is a Little Washboard

Here is a little washboard (hands on ribs)
Here is a little tub (hands make a big circle in front of stomach)
Here is a bar of soap (clench fist)
And this is the way you rub (motion in rubbing fashion)
And here is a little clothes line (stretch hands up)
Way up high
Here comes the wind- -o -o -O-O
Now my clothes are dry.

3. Poems and picture collections-Select appropriate ones from your own library.

CURRICULAR CORRELATION

Reading:

1. Experience charts.
2. Booklets made from experience charts (each child makes his own copy with pictures).
3. Classify pictures of home objects by initial consonant sounds.
4. Likes and differences.

Language Arts:

1. Vocabulary common to the home.
2. Roleplaying.
3. Interviewing.
4. Writing thank-you letters.

Math:

1. Measurements for cooking, decorating, repairs.
2. Allowances (coin value, equivalent sets, comparisons.)
3. Likes and differences.

Social Studies:

1. Common courtesies in the home.
2. Compare American home life and customs with those of children of other lands.

Science:

1. Study of nutrition and four basic food groups.
2. Career demonstrations
    - a. child care
    - b. cleaning
    - c. cooking
    - d. yard work
    - e. home repair

RESOURCES

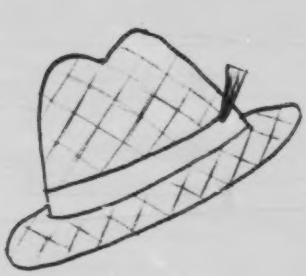
People: Mother, father, brothers, sisters and grandparents.
Places: The home.
Things: Common household tools
Audio-Visual Film # 309 "Mexican Children"
# 446 "Spanish Children"
# 255 "Irish Children"
# 336 "Navajo Children"
# 378 "A Pioneer Home"
(Filmstrips available in your library)

Music- Sharing Music Book, (American Book, 1963, 1959)
"The Family" page 11
"Wake Me" page 14
Singing Fun Book (Bowman)
"How Many People Live at Your House?" page 49
The Kindergarten Book (Ginn and Company, 1949)
"Rock, Rock, Rock" page 45
"Hiding" page 45

VISIBILITY

1. Bulletin Board
    - a. Mothers do this. Fathers do this. (Pictures drawn by children)
    - b. Rogues Gallery of Parent Faces to be identified by them at a visit. Supply key.
2. Pictures the children have drawn.
3. Songs Learned.
4. Parent appreciation party.

THE SCHOOL



SCHOOL

BEHAVIORAL OBJECTIVES

1. *The student will verbally list at least ___ duties of each of the school workers and describe how each school worker's role is (a) like and (b) different from the roles of other school workers.
2. Given verbal or pictorial stimuli, the student will correctly select different objects from groups of similar objects (i.e., verbal statement or pictures of worker's tools.)
3. *Given the names of worker's tools, the student will select at least ___ words that rhyme with each of the tools on the list.
4. Given a set of math activities, the student will demonstrate a proficiency in number concepts(to the satisfaction of the teacher).

*(teacher may assign a number)

ACTIVITIES

Art Projects

1. Cut and assemble a safety patrol belt to wear.
2. Make a nurse's hat.
3. Paintings and drawings.
4. Crayon-Resist pictures.
5. Make a school bus.

Games

1. Roleplaying.
2. A New Look for Kindergarten (Peoria Public Schools)
   "What Is Gone" -page 41-Use objects identified with one occupation.
   "What Did You See"-page 42

Books, Finger-Plays and Poems

1. Select stories and poems appropriate for various occupations in this unit that are available in you library.
2. Finger-Plays.

STOP on the Corner
Stop on the corner
Watch for the light (stand feet together)
Look to the left (look to the left)
Look to the right (look to the right)

If nothing is coming
Then start and don't talk (walk forward, arms at sides)
Go straight across (continue walking)
Be careful, and walk.

When I walk home from school today
I'll walk the safe and careful way. (look left and right)
I'll look to the left-I'll look to the right
Then cross the street when no car is in sight (pretend to cross street)

Do you know what traffic lights say to you?
Do you know what traffic lights say to do?
Yellow says, "Be careful" (hold arms straight out)
Green says, "You may go" (lower arms)
But red is most important (raise arm up)
It says "Stop" you know

Our School

This is the secretary typing a letter (typing motion)
This is the custodian cleaning it better (sweeping motion)
This is the librarian finding our books (whispering voices)
This is the patrol boy helping us look (look left-then right)
This is our principal at his big desk (sit tall)
This is our teacher-she loves us best! (hugging motion)
This is me with a great big grin (smile broadly)
I like my school-and the class I'm in!

CURRICULAR CORRELATION

Reading:

1. Experience charts.
2. Labeling equipment
3. Identifying name cards
4. Rhyming games

Language Arts:

1. Interviewing
2. Roleplaying
3. Story telling
4. Thank-you letters
5. Vocabulary words
6. Ginn Language Kit

Math:

1. Reading room numbers
2. Counting supplies
3. Attendance
4. Calendar activities

Social Studies:

1. Stories, pictures and discussions about schools of other lands and schools of yesteryear.

Safety:

1. School patrol duties
2. Safety in room
3. Safety on playground
4. Safety to and from school
5. Safety during fire drills

Other:

1. Career demonstrations

RESOURCES

People: Principal, teachers, custodian, librarian, secretary, bus driver, speech therapist, safety patrol, cafeteria workers, instrumental teachers, school nurse.
Places: School building and playground.
Things: Classroom supplies, library books and card file, speech room pictures, papers, tapes, office equipment, patrol equipment, custodial supplies.

Audio-visual-Film # 274 Lets Play Safe
# 1 ABC of Walking Wisely
# 345 The Magic Book

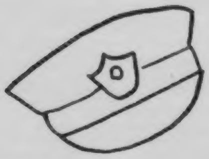
Filmstrips and records are appropriate from your library.

Music:

Singing Fun Book (Bowman)
  "The Library Lady"page 54
Sharing Music Book (American Book Co., 1963, 1959)
  "Together"page 2
  "The School Bus"page 3
The Kindergarten Book (Ginn & Company, 1949)
  "Stop, Look and Listen"page 136
  "Watch the Lights"page 136
Appropriate records that are available in your building.

VISIBILITY

1. Bulletin boards
2. Drama
3. Paintings
4. "Box-a-job"
5. Build library and play librarian.



WEAR MANY HATS . . .

Through Career Awareness

A-36

COMMUNITY HELPERS

MUNICIPAL SERVICES

COMMUNITY HELPERS
Municipal Services

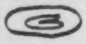
BEHAVIORAL OBJECTIVES

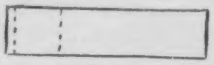
1. Given a set of letters with other students' names on them and a set of mail boxes with names displayed, the student will correctly match the names on the letters with the names on the mail boxes.
2. Given a numeral, the student will correctly write the numeral(to the teacher's satisfaction.)
3. *The student will pantomime(to the satisfaction of the teacher) the role(s) of at least___community helper(s) and will correctly identify, by name, the community helper(s) pantomimed by other students.
4. *The student will verbally identify___ ways to extinguish fires and state (to the teacher's satisfaction) the principle behind the fire extinction.
5. When discussing occupations of municipal service workers, the student will name two safety practices for each occupation(to the teacher's satisfaction).
6. The student will give two other reasons for working besides monetary gain.

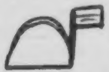
*(teacher may assign a number)

ACTIVITIES

Art Projects

1. Make fireman hat-round corners of a 12' x 12' piece of red construction paper, staple top together and staple a badge to front or cut oval  and cut out moon shape so that front stands up when hat is pulled onto head. Paste badge on front.
2. Make a firetruck- fold 12' x 18' red construction paper lengthwise and draw outline of fire truck. Let children cut it out and fill in with appropriate fire equipment.
3. Make rural mailboxes - fold 12' x 18' paper at 1 and 5 inches and paste edges together. Make a tag board flag and attach with metal fastener so it will stand up. Put child's name on his box so that mailmen can deliver mail. This is a good art project to use for Valentine boxes.





4. Life-sized figures-Let children draw around each other to make the outline of figures and then dress it in the uniform of the helper being studied.
5. Officer Friendly books could be an appropriate project for this unit.
6. Make badge appropriate to helper being studied-regular size or over-sized.

Games

1. "Policeman" page 40 in A New Look for Kindergarten (Peoria Public Schools)
2. "Tell a Story" page 41 in A New Look for Kindergarten(Peoria Public Schools) Use materials appropriate to the career being studied.Example-handcuffs, letters, etc.
3. "Policeman, Find My Child" page 43 in A New Look for Kindergarten (Peoria Public Schools)
4. " Learning Names" page 50 in A New Look for Kindergarten, (Peoria Public Schools)

Books, Finger-Plays, Poems and Pictures

1. Select appropriate books and poems from your library.
2. Select appropriate teaching pictures from your library.
3. Finger-Plays

Ten Little Firemen

Ten little Firemen sleeping in a row	(ten fingers straight out)
Ding dong goes the bell	(ring bell)
Down the pole they go	(climbing motion)
Jumping on the engine	(jumping motion)
Oh! Oh! Oh!	
Putting out the fire	(hold hose)
Then home so slow	(driving motion)
And back to bed again-all in a row	(ten fingers straight out)

Five Strong Policemen

(start with five fingers extended and decrease one each time.)

Five strong policemen standing
One became a traffic cop and then there were four
Four strong policemen watching over me
One took home a lost boy- then there were three
Three strong policemen dressed all in blue
One stopped a speeding car then there were two
Two strong policemen-how fast they can run!
One caught a bad man and then there was one.
One strong policeman saw some smoke one day
He called the firemen who put out the fire right away

CURRICULAR CORRELATION

Reading:

1. Discussion group.
2. Roleplaying.
3. Interviewing.
4. Spelling on police cars, fire trucks, mailboxes.
5. Career demonstrations.
6. Language Arts Kit-Ginn Units 3 and 13

Math:

1. Making numbers on uniforms, badges and hats.
2. Recognizing shapes in worker's equipment.

3. Recognizing numbers in address.
4. Recognizing money value in mailing letters, packages, etc.

Social Studies:

1. Map of neighborhood, identifying post office, or mail box, fire station, and school.
2. Locating home on map using address.
3. Career discussions organized to point out satisfactions other than monetary gains in work.

Science:

1. Discussion on fire safety rules.
2. Safety rules for each occupation.
3. School fire drills.
4. Demonstration of fire extinguishers and oxygen equipment.

RESOURCES

People: Policeman, fireman, postman, other municipal employees and clergy.
Places: Fire station, police station(or police car), post office, and Salvation Army.
Things: Uniforms, fire equipment, police equipment, postal equipment, and the Ginn Language Arts Kit(pictures and manual).

Audio-Visual- " A Visit to the Fire Station" # 179
" Fire-Patty Learns What To Do" #178
" A Modern Post Office" #730
" The Mailman"-filmstrip
"Jimminy Cricket-I'm No Fool With Fire"(available from the Peoria Public Library)

Filmstrips and records from your library.

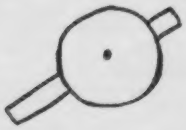
Music- Singing Fun Book (Bowman)
"Five Little Fireman"-page 47
"The Filling Station Man"-page 48
"Policeman"-page 50
Sharing Music Book (American Book, 1963, 1959)
"The Postman"-page 52
"The Traffic Policeman"-page 23
"Fire Truck Song"-page 24
The Kindergarten Book (Ginn and Company, 1949)
"The Postman" -page 63
"I'm a Traffic Cop"-page 64
"The Policeman"-page 64

VISIBILITY

1. Puppet shows
2. Bulletin boards
3. Mural
4. Songs learned
5. Present a program to parents or to other pupils.
6. Taped interviews
7. Construct post office in room

COMMUNITY HELPERS

MEDICAL SERVICES



COMMUNITY HELPERS
Medical Services

BEHAVIORAL OBJECTIVES

1. The student will correctly describe or demonstrate the best position to communicate with a deaf person.
2. *The student will verbally list at least___ways of practicing good dental hygiene.
3. Given weight and height measurement tasks, the student will verbally describe (to the teacher's satisfaction) the concept of growth.
4. Given piano produced tonal stimuli, the student will correctly discriminate between high and low tones.
5. Given the role descriptions of a group of community helpers, the student will verbally describe (to the teacher's satisfaction) the interdependency of the various helper's roles.

*(teacher may assign a number)

ACTIVITIES

Art Projects

1. Medical mural-paint the background in committees-then make large figures individually and pin on the background.
2. Sponge print-using sponges cut in shapes appropriate for these occupations.
3. Plaster craft activities.

Games

1. Roleplaying .
2. "What Did You See" on page 42 of A New Look for Kindergarten, (Peoria Public Schools) using occupational pictures.
3. Pantomime guess of roles in this unit.

Books, Finger-Plays, Poems and Pictures

1. Books:

One Morning in Maine	Robert McCloskey
A Visit to the Dentist	Bernard Gorn
A Visit to the Doctor	Dr. Knute Berger
A Visit to the Hospital	Francine Chase
The Little Boy Who Was Too Thin	from the Bumper Book

2. Finger-Plays:

Toothbrush Routine
Up and down and all around
That's the way I brush my teeth

(Use the right index finger pantomime using toothbrush)

I brush my gums and the shining fronts Then I reach up underneath	(Pantomime action-outside of mouth, of course)
I rinse my brush and hang it In an airy place to dry	(Pretend to turn on the water faucet with left hand, hold imaginary brush under water. Hang up the brush.)
And put the cap on the toothpaste tube At least I always try	(Pantomime this action)
Then I look into the mirror and grin To show myself how good I've been	(Pretend to look in mirror and admire clean teeth)
Hinges	
I'm all made of hinges and everything bends	(bend)
From the back of my neck down to the ends	(touch toes)
I'm hinges in front and I'm hinges in back	(illustrate)
But I have to be hinges or else I would crack	(clap hands)

3. Select poems and pictures appropriate for this unit from your library.

CURRICULAR CORRELATION

Reading:

1. Lip reading.
2. Listening games.
3. Alphabet in sign language.
4. Lists of tools for each occupation.
5. Books.
6. Dental magazines.

Language Arts:

1. Tapes.
2. Roleplaying.
3. Discussion of how to communicate with a deaf person.
4. Films, records, experience charts.

Math:

1. Scales.
2. Time.
3. Measurements.

Social Studies:

1. Stress, in discussion, that these occupations(as part of Community Helpers)are interdependent upon each other.

Science:

1. Bones of ear discussed, lobe of ear catches sounds.
2. Parts of body.
3. Effects of medication and drugs.
4. Teeth.
5. Prescriptions.
6. High and low notes on piano.

Health and Safety:

1. Use quiet voices.
2. Damage of prolonged loud noise.
3. Care of ears.
4. How to treat a deaf person.
5. Safety practices for medication use.
6. Show slides of healthy and decaying teeth.

RESOURCES

People: Doctor, dentist, nurse, dental hygienist, pharmacist, and audiologist.
Places: Hospital, dentist office, doctor's office, Zellar Zone Center, and I.C.C. Dental Clinic.
Things: Hearing aids, audiometer machine; instruments used by doctors, nurses, dentist, and hygienist; dental health unit(Colgate); uniforms, Viewmaster and slides.

Audio-Visual: Film #624 Your Friend , The Doctor
#926 Your Body and It's Parts

Music:

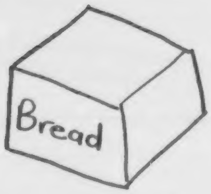
The Kindergarten Book -(Ginn and Company, 1949)
"Drink Your Milk"-page 33
My Picture Book of Songs-(M. A. Donahue & Co., 1947)
"Ker-choo"-page 47
"Simple Sal"-page 47

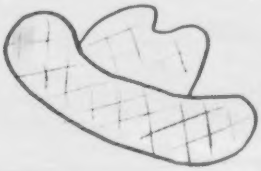
VISIBILITY

1. Hats for nurse.
2. "Box-a-job" tools and equipment.
3. Bulletin boards
4. Booklets.
5. Songs and poems learned.
6. Sampling parties of foods nurse suggests.

COMMUNITY HELPERS

FOOD SERVICES





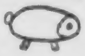
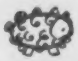
COMMUNITY HELPERS
Food Services

BEHAVIORAL OBJECTIVES

1. Given a series of auditory stimuli and a vocabulary work list, the student will be able to correctly select words that begin with specific sounds.
2. Given a set of occupation-related vocabulary words, the student will correctly define each word.
3. Given a set of coins, the student will correctly state the cent value of each coin.
4. The student will state appropriate measurement terms for weights and volume.
5. Given a set of price labels, the student will correctly match each label with appropriate coins.
6. Given a simple map, the student will correctly trace the route of a field trip.
7. Given a list of snack items, the student will be able to discriminate between those snacks that are highly nutritious and those that are less than desirably nutritious.

ACTIVITIES

Art Projects

1. Farm Mural.
2. Milkman truck- fold 10" x 12" paper in half and draw outline of milk truck. Children can cut it out on fold and fill in details on both sides. They may be able to write MILK on each side.
3. Make chef hat—make cylinder from white construction to fit child's head. Cut circle from white crepe paper and gather with needle and thread around the edge to form circular puff-attach to top of cylinder with Elmer's Glue.
4. Illustrate experience stories to make book of food-related occupations studied.
5. Paper sculpture lamb-paint lamb black (curl paper strips around pencil and cover oval.)  

Games

1. Milkman-divide flannel board into 3 sections by using two pieces of yarn. Let the center section represent the street. Cut a milk truck and small milk bottles from flannel. Put a number on the board and let "milkman" deliver that many bottles to left or right side of street by parking truck on that side of street and placing the correct number of bottles there. He could then choose the next milkman. This game may be altered to fit other occupations such as bread delivery man, etc.

2. "My Father Owns a Grocery Store" from *A New Look for Kindergarten* page 54. (Peoria Public Schools - publisher)
3. "Hot Buttered Blue Beans" from *A New Look for Kindergarten* page 34. (Published by Peoria Public Schools)
4. "What Does That Say" from *A New Look for Kindergarten* (Peoria Public Schools) page 50 . Label common and uncommon fruits and vegetables and let children "read" names.
5. "Sound Families" from *A New Look for Kindergarten* (Peoria Public Schools) page 49. Use pictures appropriate to food-related occupations.

Books, Finger-Plays, Poems and Pictures

1. Select appropriate books, poems and pictures from your own library.
2. Finger-Plays:

'Five Little Turkeys'-from *A New Look for Kindergarten*-page 31

Donut

Here's a donut so round and fat
There's a hole in the middle, but you can't eat that.

The Baker Man

The baker man's truck comes down the street;	
Filled with everything good to eat.	
Two doors the baker man opens wide:	(stretch arms apart)
Now let us look at the shelves inside.	
What do you see? What do you see?	(hands over eyes)
Doughnuts and cookies for you and me.	(make circle of thumb and pointer)
Cinnamon rolls	(make larger circle)
And pies	(make even larger circle)
And bread , too	
What will he sell to me and to you?	

On the Farm

Here is a hungry piggy snout;	(hold up thumb)
He'd better stop eating or his tail will pop out!	
Here is busy Mother Hen;	(pointer finger)
She likes to scratch for her chickens ten.	
Here is a patient friendly cow;	(middle finger)
She's eating hay from a big haymow.	
Here is Baa-Baa, a wooly sheep;	(ring finger)
Her wool keeps me warm while I'm asleep.	
Here is a funny fuzzy cat;	(little finger)
She likes to chase a mouse or a rat.	(move fingers in running motion)

Five Red Apples

Five red apples in a grocery store; (hold up 5 fingers)
Bobby bought one and then there were four. (bend down one)
Four red apples on an apple tree;
Susie ate one and then there were three. (bend down another)
Three red apples. What did Alice do?
Why she ate one and then there were two. (bend down another)
Two red apples ripening in the sun;
Timmy ate one and then there was one. (bend down another)
One red apple and now we are done;
I ate the last one, and now there are none. (close hand)

CURRICULAR CORRELATION

Reading:

1. Phonics activities using vocabulary words (initial sounds and rhyming words.)
2. Experience charts.
3. Labels and signs.
4. Write thank-you letters.

Language Arts:

1. Vocabulary words.
2. Language Arts Kit by Ginn, Unit 10
3. Roleplaying.
4. Interviewing.

Social Studies:

1. Discuss foods of other areas or other lands.
2. Use map to locate where our food comes from.
3. Use globe to locate where foods from other countries come from.
4. Draw map showing how to get to field trip destination.

Science:

1. Five senses activities-taste, smell, and touch foods, sounds related to occupations.
2. Plan well balanced meals.
3. Discuss nutritional snacks.
4. Discuss need for cleanliness in food related occupations.

RESOURCES

People: Farmer, grocer, butler, baker, milkman, cook, food salesman, cashier, housewife, waitress, and waiter.

Places: Supermarket, school cafeteria, restaurant, farm, dairy store, and bakery.
Things: Farm tools, cash register, money, scales, signs, cooking utensils, ovens, freezers, and trays.

Audio-Visual: Film #320 "Grandmother Makes Bread"
#313 "Milk"
#524 "Where Does Your Food Come From"
#902 "We Get Food From Plants and Animals"
#485 "Truck Farmer"
# 96 "Economics: Money"

Filmstrips available from your library.

Music:

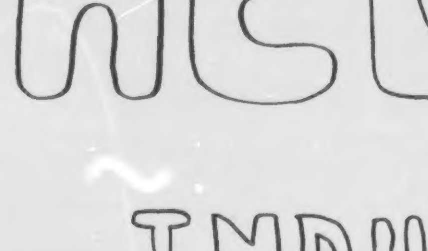
Singing Fun Book (Bowman)
" The Bakery Truck" page 53
" Our Milkman" page 51
" The Singing Farm" page 40
" If You Were A Farmer" page 39
" Little Red Hen" page 37
" Gathering the Eggs" page 35
Sharing Music Book (American Book, 1963, 1959)
" Old MacDonald's Farm" page 124
The Kindergarten Book, (Ginn & Company, 1949)
"Drink Your Milk" page 33
"The Farmer in the Dell" page 43

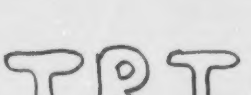
VISIBILITY

1. Trips to supermarket, farm, restaurant, bakery or other food-related businesses.
2. Set up supermarket or other place of business for roleplaying in room.
3. Bulletin boards.
4. Drama-"Little Red Hen"- The Kindergarten Book, (Ginn & Company)
5. Have a brunch.
6. Eat in school cafeteria.
7. Bake bread and eat it.

COMMUNITY HELPERS

INDUSTRIAL SERVICES





COMMUNITY HELPERS
Industrial Services

BEHAVIORAL OBJECTIVES

1. Given a model phone, the student will correctly dial his own home phone number.
2. *The student will verbally describe___ purposes served by bridges (only if bridges are covered.)
3. Given the safety regulations pertaining to those careers studied in this unit, the student will verbally describe (to the teacher's satisfaction) the safety rules of the various careers.
4. The student will verbally describe (to the teacher's satisfaction) the principle of sound transmission via the telephone.
5. Given a worksheet containing pictures and names of workers, the student will correctly match the name of the worker with the appropriate picture.

*(teacher may assign a number)

ACTIVITIES

Art Project

1. Tin can pencil holders or watering cans.
2. Three dimensional bridges of various media.
3. Telephones-cutting out basic shape (child can put his home telephone number on it.)
4. Maps-painting, or crayon media.

Games

1. "What is Gone" from A New Look for Kindergarten(Peoria Public Schools), page 41-Use objects appropriate to career studied.
2. "I Saw" from A New Look for Kindergarten (Peoria Public Schools), page 41, Use after trip to observe industrial careers. Child says, " On our trip I saw.."
3. "Pages in Order or Pictures in Order" from A New Look for Kindergarten (Peoria Public Schools), page 42-This game is appropriate if there is an important sequence to the activity of the career being studied.
4. "Mystery Phonics" from A New Look for Kindergarten, (Peoria Public Schools), page 48-Use objects peculiar to the career being studied.

Books, Finger-Plays, Poems and Pictures.

1. Select appropriate books, poems and teaching pictures from your own library.

Finger-Plays:

Two Tall Telephone Poles

Two tall telephone poles
Across them a wire is strung
Two little birds hopped on
And swung and swung and swung.

Workers

Here is a carpenter building our home.	(hammer motion)
This is the lineman fixing our phone.	(climb pole)
There is the seamstress sewing our clothes.	(sewing our clothes)
These are all important-everyone knows	(spread arms wide)
Someone in a factory helped make our car,	(riveting motion)
And made it work well, so we can drive far.	(driving motion)
Our toys were all made in factories too	
Many workers are working-for me and for you.	(point to me-you)

CURRICULAR CORRELATION

Reading:

1. Vocabulary lists of each occupation.
2. Experience charts.
3. Reading can labels.
4. Telephone company pamphlet.
5. Name cards.

Language Arts:

1. Roleplaying.
2. Tape made of interviews.
3. Dictating thank-you letters.
4. Story-telling.
5. Language arts kit by Ginn No. 5.

Math:

1. Scale.
2. Sales slips-money-number concept.
3. Shapes of cans.
4. Numbers on telephone.
5. Bridge tolls.
6. Comparison of bridge sizes.

Social Studies:

1. Maps of homes and neighborhood.
2. History of telephone.
3. Courtesy with telephone usage.
4. Career demonstrations.
5. Reasons for geographical location of bridges.

Science:

1. Vibrations.
2. Sound waves.
3. Force and gravity.

Health and Safety:

1. Demonstrations of correct use of tools.
2. Safety procedures in a manufacturing plant.

RESOURCES

People:	Home builder, lumber company employees, book publisher, carpenter, manufacturer, telephone occupations, bridge tender and people who use them.
Places:	Publishing house, lumber company, Continental Can Company, telephone office, and bridges of many kinds.
Things:	Game-"Build A House", sales slips, telephone head set, teletrainer, filmstrip, movie.

Audio-Visual:	Film #614	How Is Clothing Made
	#229	How Machines and Tools Help Us.
	#915	We Make Choices
	# 96	Economics: Money

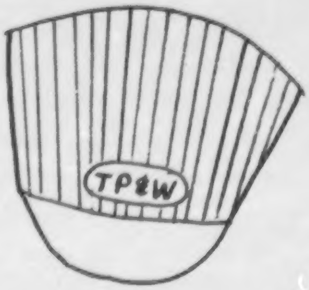
Filmstrips available in your library.

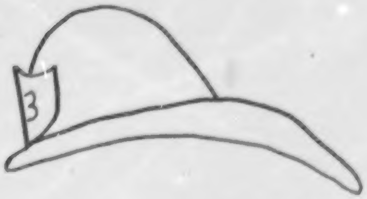
Music:

Sharing Music Book (American Book Co., 1963, 1959)
"The Big Truck" page 31
"Steam Shovel" page 26
"Building Blocks" page 5
Singing Fun Book (Bowman)
"How Many People Live at Your House" page 49
The Kindergarten Book (Ginn & Company, 1949)
"Dial the Number" page 16
"Telephone"-page 16

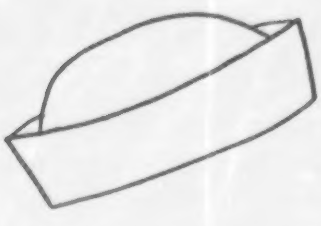
VISIBILITY

1. Scrapbook.
2. Songs learned.
3. Finished models from carpenter bench (i. e. , airplanes, boats.)
4. Clay, box and other art media bridges.
5. Paintings.
6. Mural on kinds of bridges.





TRANSPORTATION



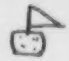
TRANSPORTATION

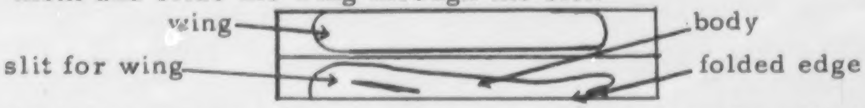
BEHAVIORAL OBJECTIVES

1. The student will correctly verbalize a greeting in a language other than English.
2. Given a set of pictures of foreign countries and various careers, the student will correctly select pictures of countries in which he has traveled or a picture related to a career he has studied.
3. Given a ticket with a price clearly identified , the student will correctly match coins to the ticket price.
4. Given a map with clearly specified locations, the student will correctly identify directions and places of destination.
5. Given a group of objects related to a career, the student will correctly categorize the names of the objects by initial sounds.

ACTIVITIES

Art Projects

1. Make a train by painting cardboard cartons to represent the cars of a train.
2. Make boats by attaching sails to cork with toothpicks.  These will sail.
3. Make airplanes by folding 10" x 12" paper over long way 3 inches from edge. On fold draw outline of main part of plane so that underside is on the fold. On single area draw wing. Slit body near center for wing. Slit them and slide the wing through the slit.



4. Make passports. Prepare passports with areas for all vital information. Fill in for each child and let him draw his own picture.
5. Make native costume of country to be visited with crepe paper.

Games

1. A New Look for Kindergarten, (Peoria Public Schools)
   page 41-"What Is Gone"-Use objects appropriate for career studied.
   page 43-"How Do You Do"-Teach these greetings in the language of the country to be visited and let the children use these to play the game.
   page 42-"Pages in Order"-Use pictures of different stages of a trip and let the children put them in sequential order.
   page 48-"Mystery Phonics"-Use pictures appropriate to career studied.

Books, Finger-Plays, Poems and Pictures

1. Select books, poems and pictures from your library.
2. Fingerplays

Ten Little Tugboats

Ten little tugboats out in the bay
Let's see how they got through the day.
Ten little tugboats coming down the line;
One goes to work, and now there are nine.
Nine little tugboats keep their row straight;
But one slows down, so now there are eight.
Eight little tugboats-one blue as heaven;
It needs repairs, and so there are seven.
Seven little tugboats are up to tricks;
One backs up, so now there are six.
Six little tugboats. Goodness sakes alive!
One tools down the bay, which leaves only five.
Five little tugboats headed for the shore;
One collides with a barge, leaving only four.
Four little tugboats are as busy as can be;
One has private business, so now there are three.
Three little tugboats to take the liners through;
One reports for duty, and now there are two.
Two little tugboats are ready for the run;
One runs out of fuel; that leaves only one.
The last tugboat pulls a liner to shore;
He finally makes it, and there aren't any more.

Train

Here is the engine on the track, (thumb)
Here is the coal car just in back, (pointer)
Here is the box car to carry freight, (middle finger)
Here is the mailcar don't be late, (ring finger)
Way back here at the end of the train, (little finger)
Rides the caboose through the sun and the rain.

Airplane

The airplane has great big wings (arms out-stretched)
It's propeller spins around and sings (arms around)
The airplane goes up (lift arm)
The airplane goes down (lower arm)
Over our town (arms out-stretched
and turn body around)

CURRICULAR CORRELATION

Reading:

1. Experience charts.
2. Vocabulary lists.
3. Matching initial sounds with pictures.
4. Labeling workers and tools.
5. Likes and differences.

Language Arts:

1. Interviews.
2. Learning some words in another language.
3. Thank -you letters.
4. Roleplaying.

Math:

1. Passports.
2. Luggage tags.
3. Money value-to buy tickets.
4. Telling time-time changes in travel.

Social Studies:

1. Locate country or area to be visited on map.
2. Simple directional study-North, South, East, West.
3. Learn the dress and customs of the country or area to be visited and compare with out dress and customs.

Science:

1. Wing direction and velocity.
2. Weather conditions-make rain as an experiment.

RESOURCES

People: Pilot, mechanics, welder, metal workers, engineers, navigators, radiomen, truck driver, fireman, and stewardess.

Places: Airport, Air National Guard, bus trip around our own city, Burlington Railroad Yards; Mason, Bergner's, Space Age and American Travel Bureaus.

Things: Airlines and train tickets, suitcases, and passports.
Filmstrips and records available from your own library.
Audio-Visual: Films-

#658	Ocean Voyage
# 9	An Airplane Trip by Jet
#187	Freight Train
#361	Passenger Train
# 10	Airport in the Jet Age

Music:

Singing Fun Book-(Bowman)
"Little Engine"-page 43
"A Big Truck"-page 44
"My Rocket Ship"-page 45
"The Windshield Wiper"-page 46

Sharing Music- (American Book, 1963, 1959)
"The School Bus"-page 3
"Streamline Train"-page 29
"When the Train Comes Along"-page 29
"Le Train(The Train-French)"-page 30
"I Like a Bike"-page 31
"The Big Truck"-page 31
"Sailing"-page 32
"Little Ships"-page 32
"Tugboats"-page 33

The Kindergarten Book, (Ginn & Company, 1949)
"I'm a Big Train"-page 131
"Train"-page 132
"Airplane"-page 134
"I'm an Airplane"-page 134
"In a Bus We Come"-page 134

VISIBILITY

1. Construct life size bus using blocks and wrapping paper for sightseeing.
2. Bulletin boards.
3. Scrapbook about country or area.
4. Have a party and serve food native to country or area studied.

BIBLIOGRAPHY

Grade - 1

Elementary School Mathematics (Addison-Wesley)

Basic Reading --Pre-Primer (J.B. Lippincott)

Basic Reading -Primer (J.B. Lippincott)

Alpha Land - (New Dimensions in Education)

Enrichment Reader (J.B. Lippincott)

Panorama (Houghton-Mifflin)

Music for Young Americans (American Book Company)

People and Their Needs - Study Prints (Laidlaw Company)

The Social Sciences-Concepts and Values Study Prints (Harcourt, Brace & Jovanovich)

Concepts in Science: Blue 2nd Edition (Harcourt, Brace and Jovanovich)

Learning About Health Filmstrips - Series 6426 (Encyclopedia Britannica, 1972)

Straight Hair-Curly Hair - Record and filmstrips (Thomas A. Crowley Company)

TEXT CORRELATION

People and Their Needs - Study Prints (Laidlaw)		Elementary School Mathematics (Addison-Wesley)
#1-4 Foods	farmer grocer mother father nutritionist	add, subtract counting money measurement time temperature
#5-9 Home	construction workers repair/service men movers - van drivers	add, subtract temperature measurement geometric designs (shapes) money time place value
#10-13 Clothing	laundry dry cleaners seamstress retail salesman mother	add, subtract money measurement
#14-18 Work	unlimited possibilities with parents of children and school workers	wages time add, subtract greater than, less than
#19-22 Recreation	park workers zoo keepers conservationist lifeguard baseball umpire	geometry money measurement temperature
#23-24 Religion	minister priest rabbi	days of week

	Basic Reading - Pre-Primer (Lippincott)	Basic Reading - Primer (Lippincott)	Basic Reading - 1-1 (Lippincott)
Foods		p. 17-20 p. 37-39 p. 41-43 p. 46-49	p. 3-4 p. 6-7 p. 9 p. 35 p. 76-86 p. 116 p. 121
Home	p. 19		p. 22-25 p. 29 p. 48-51 p. 55 p. 60-63 p. 76-86 p. 91-96
Clothing			
Work	p. 23	p. 2-4 p. 29-30 p. 60-63 p. 74-76	p. 11-16 p. 22-25 p. 48-51 p. 60-63 p. 67 p. 76-86 p. 91-96
Recreation		p. 8-11 p. 51-56 p. 69-72	

Values -- CONTACT CAREER EDUCATION COORDINATOR FOR CURRENT MATERIAL

	Basic Reading 1-2 (Lippincott)	New Dimensions In Education Alpha Land	B-3 Enrichment Reader
Foods	p. 19-25 p. 64-71 p. 126-138	p. 70 p. 92-96	p. 10-21 p. 136 p. 137
Home	p. 103-113 p. 114-125		p. 90-109 p. 110-111 p. 112 p. 113 p. 148-160 p. 160-161
Clothing		p. 44-47 p. 62-65	
Work	p. 27-34 p. 37-47	p. 66-96	p. 114-135 p. 144-145
Recreation		p. 102-105 p. 106-113	p. 78

Values -- CONTACT CAREER EDUCATION COORDINATOR FOR CURRENT MATERIAL

HEALTH AND SAFETY

Specific Subject Approach

(Possible Sequential Direction - For Coordinating
Curriculum and Career Awareness Through Basic Health Series)

EARLY FALL:

I. Illustrate findings in pictures

Filmstrip: "Questions About Our Health" - Learning About Health Filmstrips, Series 6426, Encyclopedia Britannica, 1972

Career person to be interviewed: School nurse or parent who has been a nurse or aide.

Reading: Tape interview for later listening. (Develop self-awareness - hearing self on tape.)

Relate experience in sequence.

Chart experience with guarded vocabulary.

Math: Elementary School Mathematics, Book 1, 2nd Edition (Addison Wesley) - Teacher's manual page 328.

Measure children and keep record visible on large chart.

Recognize numerals to 12.

Write numerals to 12.

Relate numerals to meaningful inches.

Discover how foot became measuring term.

Relate word symbols to numerals: inch, inches, foot, feet, yard, yards.

I am Bill.
I am 6.
I am 3 feet tall.
I am 36 inches tall.

Music: Song - School Nurse - Music for Young Americans (Am. Book Co.)

II. Learning About Our Ears and Learning About Our Eyes - Learning About Health Filmstrips - Series 6426 (Encyclopedia Brittanica)

Career person to be interviewed: Guard at crossing
Patrol boy - walk to crossing and practice safety rules.
Officer Friendly visits with children.

Language Arts: Chalk-talk - introductions.

Recall interviews.

Chart findings.

Roleplay patrol boy.

Make booklets and illustrate.

Read and discuss booklet from Officer Friendly.

Art: Bulletin board of new international road signs.

Social Studies: Film: "Dangerous Stranger" - #126

Concepts and Values (Harcourt, Brace and Jovanovich)
Rules Unit - 17-21

POSSIBLE OCTOBER:

III. "Learning About Our Growth and Exercise"
"Learning About Our Sleep and Rest" - Learning About Health Filmstrips, Series 6426, Encyclopedia Britannica, 1972

Career person to be interviewed:
Joni Coe - YMCA
P.E. instructor
Dancing instructor
Yoga Professor - Dr. Abt

Career Visit: YMCA

Music: Music for Young Americans (American Book Company)
Lazy Little Boy - page 12
Never Sleep Late Anymore - page 14
Others - page 15-17
Exercise - page 8

Gym: Rhythmic games: Looby Loo, Hokey Pokey, etc.

Mini-gym use presented by an older boy (7th or 8th grader).

Rhythmic creative opportunities - exercises and investigation of parts of body strengthened.

Organized games.

Playground: Rules for safety.

Rules for games.

Hopscotch, Four Corners, Kickball, Can-stilts, Jacks, Jumprope, and Tether ball.

Body rhythmic games

Filmstrip: "Learning About Our Skin" - Learning About Health Filmstrip Series 6426,(Encyclopedia Brittanica, 1972).

Math: Number line jumping.

Skip counting

Dominoes - (sets and subsets)

Associate numeral with correct number of hops, kicks, claps, etc.

Listening to claps relating to a set visible.

What's in the other bag? (missing addend)

Reading: Basic Alpha One - Exercise Y - Yawn

Make a film of findings - use crayon or magic marker and write sentence or two under each picture.

Phonics: I'm thinking of an exercise that starts with h-- or other sound.

Write the beginning and ending sounds for exercise words h_p, r_n, sk_p, l_p, k_ck.

Identify words from initial and terminal consonants: hop, skip, kick.

Parent Involvement: Equipment - involve parents in a study of playground needs and encourage efforts to supply needs.

Science: Energy - Unit One - Concepts in Science: Blue, 2nd Ed. (Harcourt, Brace and Jovanovich)

POSSIBLY NOVEMBER:

IV. Germs

Discussion: Why do so many children get colds?

Film: "How to Catch a Cold" - #236
Filmstrip: "Learning About Our Germs" - Learning About Health Filmstrip, Series 6426 (Encyclopedia Brittannica, 1972)

Career person to be interviewed: Doctor
Druggist
Ask school nurse to bring medicine cabinet to school and discover its aids and dangers.

Reading: Alpha - Miss O and Miss A

A newsletter about medicine cabinets.

Self-selective supplementary books and library books on subject.

Writing: Thank-you notes to career persons interviewed.

Note to parents about medicine cabinet.

POSSIBLY JANUARY:

V. "Learning About Food" - Learning About Health Filmstrip-Series 6426, (Encyclopedia Brittanica) 1972

Discussion: Open-ended discussion about best ways to stay well in wintertime so you won't have to miss school fun.

Career person to be interviewed: Mrs. Della McMullen, Assistant Programmer for Nutrition Planning for low-income families.

Foods: Discover the four basic food areas from interview.

Play game with Mrs. McMullen and her plastic food to be able to identify some.

Film: "Where Does Our Food Come From?" #523

Social Studies: Supermarket workers.

Prepare a match game to test individual listening power when film is finished. Use small group with study-mate and headphones, if available. (A volunteer could direct this with a small group.)

Art: Collages of food basic foods.

Using real food cut-ups, create block-print type border.

Math: Bulletin board: find two subsets of 9 on top row and find two subsets of 10 on bottom row - use food prints.

Economic Awareness: Food costs - coupon values.

Newspaper ads.

Spelling, writing & phonics: Use individual chalk boards to discover how to spell and write foods we eat: peas, milk, eggs, corn, cheese, ice cream, meat, carrots, beans, etc.

Science: Concepts in Science: Blue, 2nd Ed. (Harcourt, Brace, and Jovanovich):

Plants and more plants - Unit 7 - teacher's manual page 89.
Other things we need - Unit 10 - teacher's manual pages 115-126.

Reading: Read health book (basic)

Lippincott Primer (Lippincott):
- Cats and Cart - pages 2 and 3.
- Black Cow - page 29.
- Don and Nell Dig - page 41.
- Red Deer - pages 37-39.
- Milk Maid - page 46.

Alpha Land
- Munchy Mouth
- It All Ends Well - page 106

Panorama (Houghton-Mifflin)
- Stone Soup (Play)

Individual charts prepared to be used at home to check for servings of each of the basic foods needed daily.

Games placing correct word on each plastic food.

Career Visit: Supermarket

Group Activity: Read - "Stone Soup"

Dramatize

Actually make stone soup to encourage children to try a broader range of foods.

POSSIBLY FEBRUARY:

VI. "Learning About Our Teeth" - Learning About Health Filmstrip, Series 6426

(Encyclopedia Brittanica, 1972)
Establish vocabulary used in describing teeth parts.
Springboard: Dental Health Posters.

Career person to be interviewed: Dentist - (Dr. Costa, member of the Board of Education, will bring models of teeth).
Dental Assistant with hugh teeth model and huge toothbrush.

Classroom efforts to care for teeth: Toothbrush and toothpaste samples are available for each child from the Dental Health Association (FREE).

Writing: Thank-you notes

Art: Draw picture of self for cover of booklet of foods and teeth discoveries made for each and illustrated by each.

Reading: Story: "I Can't Smile" (Houghton-Mifflin) Primer

Story created by children about Alpha Ones' -"Tall T"

Music: "The Dentist"
Music for Young Americans (American Book Company)

Math: Awareness of number of teeth at different ages.

POSSIBLY IN MARCH AND APRIL:

VII. Planting seeds.
Investigation.
Machines.
Plant seeds and care for them to give plant to mothers.

Career person to be interviewed: Parent, gardner

Career Visit:
Greenhouse
A family garden
A farm

Reading: Science book

Buzzy Bear and a Rainbow (Franklin Watts) and other library books children can read about springtime.

Prepare riddles to test comprehension.

Math: Use seeds to discover subsets of 10 and 9. Play missing addend and subtraction games with same until concept is strong enough for speedy responses to abstract.

Writing: Write stories about scientific investigation experiences and results.

Write Mothers' Day notes to accompany her plant grown from a seed.

Art: Make cards for Mothers' Day.

Make border of chalk and buttermilk flowers - (large masulla paper 12 x 18).

POSSIBLY MAY:

VIII. "Learning About Our Neatness" - Learning About Health Filmstrip, Series 6426 (Encyclopedia Brittanica, 1972)

Social Studies: Getting to Know Me (SVE) Filmstrips, cassettes, and records. (Past years experiences may be gathered together for recall of years growth and for pleasurable remembering).

Music: "Taking a Bath" - page 20
Music for Young Americans (American Book Company)

Career Awareness: Invite parents to a sharing evening or afternoon sharing the values of the past years Career Awareness experiences. Point out the tremendous value of motivation for exciting learning experiences with academics in classroom when community resources are related to curriculum to bring it into focus as related to daily life. Have children involved with the sharing so more parents will respond.

ACTIVITIES IN THE CLASSROOM

Beginning of the year:

SELF-AWARENESS:

1. The child participates in the teacher-designed activities which promote awareness of his physical self and builds physical skills -- Have mirror to look at themselves. (May use with Unit 10 in Concepts of Science (Harcourt, Brace and Jovanovich).
2. Drawing picture of self.
3. Children name jobs that they do at home. Each child chooses one job to do. After a certain period of time they report back to the class.
4. Child names kinds of workers and how the worker contributes to the child's welfare in the community.
5. Teacher takes pictures of children to record activities to be used later for stories, discussions and displays.

EDUCATIONAL AWARENESS:

1. Roleplaying with father's and mother's occupations.
2. Oral stories about father's and mother's work.
3. Bring pictures, books, etc. to share.
4. Viewing films, filmstrips (observe, listen and discuss).
5. Songs and games.
6. Counting.

CAREER AWARENESS:

1. Child dictates short story from a picture and the teacher writes it for the child -- one or two short sentences.
2. Practice interviewing for parent's job.

ECONOMIC AWARENESS:

1. Interview teacher.

DECISION MAKING:

1. A "Me" book.

SOCIAL AWARENESS:

1. Draw pictures of self involved in a career situation.
2. Experience charts made by teacher.
3. Child takes on role themselves.

To be used along or after the beginning of the year's activities:

SELF-AWARENESS:

1. Mock interview - plays role of interviewee.
2. Entire class in dramatic play revolving around specific career or group or related careers.
3. Child writes creative story -- he may read his story to group -- may be included in booklet.
4. Make name tags, headbands for interview recognition.
5. Written stories: themselves, person interviewed, experience at the visit, what "I Want to Be".

EDUCATIONAL AWARENESS:

1. Help plan projects.
2. Practice interviewing and perfect questions.
3. Oral or written invitations.
4. Review courtesy rules (speaker, visits, bus).
5. Bulletin boards.
6. Written stories: themselves, person interviewed, experience at the visit, what "I Want to Be".
7. Pantomine.
8. Pictorial reactions.
9. Thank-you notes or cards.
10. Vocabulary lists.
11. Class book (stories, pictures, poems).
12. Puppets.
13. Costumes (career people).
14. Posters.
15. Collages.
16. Murals - dioramas.

17. Money - values, cost of commodities, banking.

18. Store, post office, etc.

19. Measurement liquid, linear.

20. Time.

21. Use real tools of occupations, picture (books, magazines).

22. Children draw pictures.

23. Making - real or play-like projects.

24. Use of Weekly Reader.

25. Booklets: Number pages of a booklet

    Interviews, reaction stories.

26. Alphabetizing, foods in a health unit, vocabulary from a unit, etc.

CAREER AWARENESS:

1. Mock interview - one child puts himself in place of career person - others interview him.

2. Make pictures, charts, stories, booklets.

3. Re-enact career visit.

ECONOMIC AWARENESS:

1. Money - values, cost of commodities, banking.

2. Use real tools of occupations, pictures (books, magazines).

3. Children draw pictures.

4. Making and selling projects.

SOCIAL AWARENESS:

1. Written stories: themselves, person interviewed, experiences at the visit, what "I Want To Be".

2. Pantomine.

3. Pictorial reactions.

DECISION MAKING:

1. Children contribute to planning.
2. Contributing ideas, interchanging ideas, listing possible ways to find answers to problems.
3. Decide sequence.
4. Send a newsletter home.
5. Tape recording interviews.
6. Make a "Me" Book.

BUSINESSES VISITED BY FIRST GRADERS

Peoria County Courthouse

WRAU Television Studio

Nelson Manufacturing Company

Pioneer Carpet and Furniture Warehouse

Commercial National Bank

Bergner's Department Store

Law office

Movie Theater

Trader's Realty Company

U.S. Post Office (Sub-Stations)

Colonial Bakery

Florist

Peoria City Health Department -
Dental Clinic

Fabric House

Yordy Turkey Farm (Morton, IL.)

Super Value Grocery Store

Lum's Restaurant

Local Drugstore

Animal Shelter -Kennel

Service Station

Firehouse

T.P. & W. Railroad

Mr. Arthur Krumpe's Farm (Dunlap, IL.)

Pet Store

Sprinkler Manufacturer

O'Brien's Printing Company

Talbott's Christmas Tree Farm

Library

Instructional Materials Center -
Mr. John Bradbury

Airport - Bradley Flying Club,
Greater Peoria Airport

Zoo and Conservatory - Glen Oak Park

School - Physical Plant

Air National Guard - Sgt. Terrell

Homemaker

Police Station

County Sheriff's Office - Sgt. Schuettler

Methodist Hospital

Sheridan Bank

Mobile Office - Health

Tanner's Apple Orchard (Speer, IL.)

Hommer's Feed Mill (Speer, IL.)

The Aquarium Pet Shop

Greenhouse

Don's Donut Shop

TV Repair Shop - Joe Purvis

PEOPLE INTERVIEWED BY FIRST GRADERS

Salesman - Real Estate, Automobile

Caterpillar workers - supervisors, engineers, foundry worker

Lawyer

Farm Store Owner

Department Store Managers

Real Estate Broker

Minister

Printer

Accountant

Construction Worker

Dentist

Dental Assistant

Receptionist

Doctor

Banker

Restaurant Owner, Manager, Waitress, Cook, Busboy, Hostess

Cotton Candy - Mr. Ben Huffman, 1103 Armstrong, Peoria, IL. - 688-1044

Remmant House Manager - Mr. Ramsey

Yordy Turkey Farm - Mr. Yordy and Mr. Krumpe

Super Value Grocery Store - Meat Cutter, Checker, Stock Boy, Store Manager, Assistant Manager, Produce Manager

Nutritionist - University of Illinois Regional Office at Illinois Central College

Pharmacist

Director of T.B. Association

Veterinary - Drs. McGinnis and England

Mr. Richard Sheft - Kennel

Animal Groomer - Dog Trainer - Judge of Dog Show - Taxidermist

Mr. Packard - Public Relations - Venture Store

Fireman and Hoseman

Truck driver

Railroad Wheel Shop Mechanic - Mr. James Taylor (T.P. & W. Railroad)

Farmer - Mr. Arther Krumpe, Dunlap, Illinois

Cilco Worker - Ken Crank

Telephone Operator - Dorothy Smith (Greeley School Teacher)

Post Office - Railman, clerk, mail handler, mechanics, custodians, postal inspectors

Television newsmen and weathermen

Librarian - branch or main or school libraries

John Bradbury - Instructional Materials Center

Pilot - Bradley Flying Club

Zoo Conservatory - Zoo Manager

School Workers - Custodian, principal, teachers, librarian, aides, nurse, lunchroom supervisor

Milkman

Air National Guard - mechnaics, drill operators, machine operators, pilots, medics, plant guards, Air Force Men

Homemaker

Fathers (use tape recorder)

Mothers (use tape recorder)

Policeman -Officer Friendly, crossing guard, traffic, state policemen, sheriff.

Mrs. Korngiobel - Collection of pre-Civil War Glass

Methodist Hospital - Voluncheer, R.N., Nurse's Aid, Orderly

Beautician

Bank - Banker, teller, secretary, security, receptionist

Doctor - John Henderson - surgeon

Don's Donut Shop - Clerk, Decorator, Manager

Catherine Osbourne - Cake Decorator

Building Trades- Carpenter, Electrician, Plumber, Cement Worker, Landscaper, Bricklayer, Architect, Roofer

Mr. Kiley - Photographer - Peoria Journal Star

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BEST COPY AVAILABLE

Grade-2

Basic Reading 2-1, (J.B. Lippincott)

Basic Reading 2-2, (J.B. Lippincott)

Elementary School Mathematics, Book 2, 2nd Edition(Addison-Wesley)

Discovering Music-Anniversary Edition, (American Book Company)

Concepts in Science:Red, Second Edition-Level 2, (Harcourt, Brace and Jovanovich)

Families and Social Needs-Concepts in Social Science, (Laidlaw Brothers)

SCHOOL WORKERS

Reading and Language Arts:

Behavioral Objectives

1. The student will list and ask appropriate questions (as determined by the teacher) of persons to be interviewed.
2. Given an interview with an outside resource person, the student will correctly write the answers given to interview questions.
3. The student will correctly label doors in the school building.
4. The student will correctly (to the teacher's satisfaction) write a simple job description.
5. Given a simple job description, the student will correctly identify the name of the worker that fits the description.
6. Given a list of various occupations, the student will correctly spell, alphabetize, and define words related to those occupations.
7. The student will correctly write and punctuate simple sentences.
8. The student will correctly recognize and use rhyming words.
9. Given a role-playing situation, the student will demonstrate the proper, courteous use (to the teacher's satisfaction) of the telephone.
10. Given a need to learn about school workers, the student will demonstrate an ability to locate materials about those workers.

Activities

1. Make group experience charts on career trips.
2. Tape interviews if possible.
3. Hold class meeting to formulate appropriate question.
4. Role-play persons to be interviewed.
5. Stress importance of listening skills and possible notetaking.
6. Read names on doors around the school.
7. Read career pamphlets.
8. Read riddles about various school workers.
9. Make flash cards with appropriate words.
10. Make picture dictionaries.
11. Write invitations and thank-you notes.
12. Write creative stories about visits and various occupations.
13. Write poems-i. e., Haiku- "I want to be. . . "
14. Use tele-trainers to give practice in telephone etiquette.
15. Find appropriate books and other materials in the library.
16. Use encyclopedia.

Resources

1. Basic Reading 2-2, (Lippincott) Level 2
   "Visit to Library"-page 58
   "Get Up or You'll Be Late for School, Silly"-poem-page 268

2. "I Want to Be a . . [teacher, secretary, nurse, librarian]"-(Children's Press)
3. Poetry: Instructor, Arbuthnot Anthology.
4. Use of newspaper for timely articles relating to school occupations.

Math:

Behavioral Objectives

1. Child will tell and write correct time and demonstrate the importance of being on time for work by arriving at school on time.
2. Child will cut paper accurately to the inch or centimeter.
3. Child will make change up to a dollar.

Activities

1. Make time schedule charts.
2. Make and use time cards for children.
3. Take absentee count.
4. Figure the number of hours school workers work in a day, week.
5. Figure the number of days, weeks, and months school workers work.
6. Figure the number of holidays school workers receive.
7. Make clocks from paper plates.
8. Use linear measure for measuring and cutting paper.
9. Count and make change for lunch count.
10. Make budget for personal supplies or room supplies.
11. Make story problems for various occupations.
12. Take inventory of materials in room.
13. Read numbers on schoolroom doors.

Resources

1. Elementary School Mathematics, (Addison Wesley) Level 2, pages 134, 12, 281 thru 284, 273 thru 274.
2. Wonderful Time-McGinley
3. Johnny The Clock Maker-Andizzone
4. Watch That Watch-Coleman
5. Golden Book of Time-Golden Books
6. How Big Is a Foot-Myller
7. Inch by Inch-Lionni

Social Studies:

Behavioral Objectives

1. The student will describe, in written or oral forms, the daily duties of various school workers (to the teacher's satisfaction).
2. Given a simple camera, the student will demonstrate an ability to correctly operate the camera.
3. The student will name the four primary directions (north, south, east and west) and will correctly identify those directions from the school grounds.
4. Given a variety of materials for model making, the student will select materials appropriate for making a model of a school or office.

5. The student will describe, in the form of a written story, how workers are interdependent (to the teacher's satisfaction).
6. The student will correctly describe (to the teacher's satisfaction) various school occupations.

Activities

1. Take career visit to place where school workers work.
2. Take pictures of people doing their work.
3. Make maps of school buildings.
4. Locate place of visit on map.
5. Make model of school or office.
6. Hold class meeting to discuss importance and interrelationship of school workers.
7. Role-play various school workers.

Resources

1. Concepts in Social Science (Laidlaw Brothers), Level 2-page 92-"Families and Social Needs."
2. The Social Sciences, Concepts and Values, (Harcourt, Brace and Jovanovich)Level 2, page 141 thru 165.
3. About School Helpers, (Hoffman)
4. Weekly Reader-"Stories About Sally"

Music:

Behavioral Objectives

1. Children will make up lyrics about school workers to sing with known melodies.

Activities

1. Learn songs appropriate to school workers.
2. Make up original verses to known melody.

Resources

1. Discovering Music-Anniversary Edition-(American Book Company)-Level 2
   "Helpers"-page 44
   "I Wish I Were"-page 56
   "Clock Talk"-page 124
   "Traffic Lights"-page 77
2. Popular Songs:
   "Teacher's Pet"
   "Do-Re-Me"

Art:

Activities

1. Make mural of school workers.
2. Take pictures with camera.
3. Make a picture dictionary.

4. Make a booklet of school workers.
5. Design cover for booklets.
6. Collect pictures of workers or tools used in job.
7. Make a scrapbook.
8. Make a collage of workers or materials they use.

Health and Safety:

Behavorial Objectives

1. The student will arrive at school each day with a clean body (as determined by the teacher.)
2. The students will demonstrate the use of safety precautions in their behavior in class, on the playground and around machinery.

Activities

1. Study need for cleanliness (personal hygiene).
2. Study need for proper amount of sleep (being on time).
3. Study safety around machines.
4. Study safety around building and on playground.
5. Study safety on bus.

Resources

1. Films: "Taro's Adventure in Health" -(District 150 Audio-Visual Department)
   "Learning to Brush"-(Available from City Health Department)
   "Beginning Responsibilities: Being On Time"-#51-(District 150 Audio-Visual Department.)
   "Let's Play Safe"-#274-District 150-Audio-Visual Department)

Science:

Behavioral Objectives

1. Given the variety of machines found in the school building, the student will correctly label (verbally) those machines.
2. Given a portable tape recorder, filmstrip machine, and typewriter, the student will demonstrate an ability to operate those items of equipment.
3. The student will participate in cleaning up the classroom and playground litter and will follow proper procedures in the disposal of litter.

Activities

1. Watch the operation of office machines and relate them to simpler machines.
2. Learn to operate machines: i. e., tape recorder, filmstrip machine, typewriter.
3. Study the source of paper.
4. Study the relationship of garbage disposals to pollution. (Class project: pick up papers from playground.)

Resources

1. Films on Simple Machines:
   #428-Incline planes
   #429-Levers
   #430-Pulleys
   #431-Wheels and Axles

2. Textbook: Concepts in Social Science, (Laidlaw) Level 2- Unit 1, 4, 5, and 8. "Families and Social Needs".

RESOURCES:

People: Principal, classroom teacher, speech therapist, psychologist, nurse, social worker, bus drivers, school board members, various temporary workers, crossing guard, librarian, counselor, remedial reading teacher, secretary, aides, custodians, volunteers, cafeteria workers, administrators.

Places: Offices, library, administration building, furnace room, janitor's supply room.

Things: Custodial supplies, office supplies, camera, clock, cafeteria equipment, set of pictures of school workers, box-a-job: things related to each job, such as tapes (teacher made); dittos relating to each job (teacher made); puzzles, game, filmloops of occupations.

Films: #5058-The Report Card

FOODS

Language Arts:

Behavioral Objectives

1. The student will make an experience chart of the field trip to the bakery.
2. The student will role play (to the teacher's satisfaction) the job of a bakery worker.
3. Given a tape recording task, the student will demonstrate an ability to speak distinctly, slowly and moderately(to the teachers satisfaction) in making an audio tape.
4. Given the task of developing a group booklet about foods, the student will demonstrate the use of well-structured sentences, proper spelling and legible writing.
5. Given a class meeting with the teacher, the student will list the steps used in making bread.
6. Given a charting task, the student will participate in the sequential listing of the steps taken in bread making.
7. Given a vocabulary wordlist, the student will correctly define words (with 70% accuracy) pertaining to food occupations.

Activities

1. Discuss anticipated trips.
2. Formulate interview questions.
3. Roleplay baker.
4. Tape roleplaying activities.
5. Make group experience charts on career trips.
6. "Hands on" experience of making bread.
7. Make booklet on bakery visit-group or individual.
8. Hold class meeting to plan activity(bread making).
9. Make chart on progression of bread making.
10. Write thank-you letters.
11. Write a story of what each child would like to do in bakery.
12. Utilize spelling list--
    baker
    bread
    wheat
    flour
    yeast
    cake
    cookies
    oven
    mixer
    sugar
    oleo
    knead
    rise
    wrap
    cooling rack
    crust
    mixing vats
    temperature
    eggs
    frosting
    trains
    trucks
    food
    money
    stores
    spend
    harvest

Reading:

Behavioral Objectives

1. Given an experience chart, the student will demonstrate an ability to read the chart (to the teacher's satisfaction).

2. Given a worksheet with pictures of bakery products, the student will correctly identify eight products.
3. After reading Little Red Hen, the student will act out (to the teacher's satisfaction) the story.
4. Given instructions on specific library materials to be found, the student will independently locate the materials.

Activities

1. Read poems-(Example: "The Peach"(Lippincott Book 2-1 or F, Level 2 or "Old Lucy and the Pies"(Sounds of Laughter by Holt, Rinehart & Winston, Level 2)
2. Read experience charts.
3. Identify and label objects and workers in the bakery.
4. Read and act out the story of The Little Red Hen.
5. Read recipe for bread.
6. Make booklet about bakery.
7. Organize vocabulary and definition list.
8. Research-library and supplementary books.

Math:

Behavioral Objectives

1. The student will correctly make change for any amount of money up to a dollar.
2. The student will correctly count change for any amount up to a dollar.
3. The student will correctly measure cups, pints, and quarts in liquid measure.
4. The student will correctly measure teaspoons and cups with dry measure.
5. The student will correctly measure halves and fourths.
6. The student will correctly count by fives and tens to____(teacher may assign a number such as 100).

Activities

1. Count money to a dollar.
2. Make change to a dollar.
3. Measure dry and liquid ingredients for bread making.
4. Study fractions(1/4; 1/2)
5. Study time involved in making bread (rising of bread, baking time and delivery time.
6. Study supply ordering.
7. Buy ingredients at store · "What Do Families Buy in Stores?"
8. Count by fives and tens (for thermometer reading).

Art:

Activities

1. Draw pictures of what was seen at the bakery.
2. Make puppets of bakery workers using sticks, cellu-clay, stockings, and paper.
3. Make collage or colle on the bakery (group or individual activity).
4. Make mural.

5. Make model construction of bakery.
6. Prepare "box-a-job".
7. Make thermometer.(Ex.-using oaktag and red yarn)
8. Make booklet.

Music:

Activities

1. Learn and sing and act out songs in Discovering Music-Anniversary Edition, (American Book Company.)
   "Gingerbread Children"-page 24
   "Light the Oven"-page 51
   "I Wish I Were"-page 56

Health and Safety:

1. Given the proper ingredients, the student will make an edible loaf of bread.
2. The student will establish a satisfactory time schedule (to the teacher's satisfaction) for work times in a bake shop.

Activities

1. Study units in textbooks:
   "What Do Families Buy in Stores?"-page 14
   "Where Does Food Come From"-page 16
2. Career visit trip to the bakery.
3. Make bread in room.
4. Set up and operate bake shop in classroom.
5. Make posters to advertize bake shop.
6. Make butter in room to go with bread.
7. Roleplay-activities at the bakery in form of a play.

Science:

Behavioral Objectives

1. The student will correctly list the ingredients necessary to make bread.
2. The student will correctly measure the ingredients for making bread.
3. The student will verbally state the correct amount of time needed to bake bread.

Activities

1. Discuss ingredients for making bread.
2. Make bread in the classroom.
3. Learn workings of machinery and electricity in bake shop.
4. Study temperatures and heat-Concepts In Science, (Harcourt, Brace and Jovanovich) Level 2, "The Energy You Use"-page 142-153
5. Branch off to study foods and nutrition-Concepts in Science, (Harcourt, Brace and Jovanovich), Level 2, "Plants Live and Grow"-page 92-117
6. Learn to operate tape recorder.

RESOURCES

People: Bakers (Colonial Bakery), deliveryman, cake decorators(Mr. Benz), secretaries, janitors, supplies, wholesaler (Kroger Warehouse), truck driver (Dohrn Transfer), sales clerks (Mister Donut), packagers (Sunbeam Bakery), clerk (Colonial or Sunbeam Thrift Shop).

Places: Home-owned bakeries (South Side Bakery), Commercial bakeries (Colonial), specialty bakeries (Mr. Donut), bakery sections (grocery stores), restaurant (Jumers), department stores (Bergners), sidewalk bake shops.

Things: Tape recorder

Library

Films:

	Film Number
"From Seed to Grain"	862
"Grandmother Bakes Bread"	320
"Your Daily Bread"	24
"Arithmetic and the Food Store"	99
"How Does a Garden Grow"	421
"How Plants Grow"	870
"Produce From Farm to Market"	418
"We Get Food from Plants and Animals"	902
"Down on the Farm"	2096
"Wheat Farmer"	522
"Puppetry"	396

Filmstrips:

"Community Bakery"
"Come Work with Me in the Bakery"
"At the Bakery"
"The Wise Little Hen"

Books and Stories:

I Want to Be a Baker (Children's Press)
Let's Go to a Bakery(Putnam)
"The Gingerbread Boy"-(Lippincott 2-1) page 190
"Old Lucy and the Pies"-(Sounds of Laughter-page 95)

Bulletin board displays.

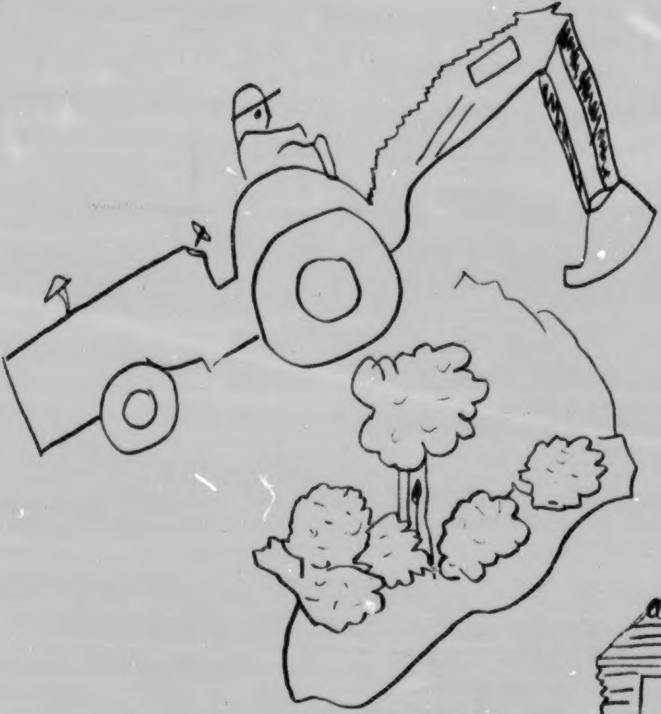
Display of books.

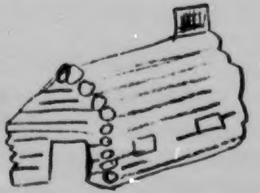
Display of utensils used in bakery or kitchen bakery.

Bulletin board of people in baking occupations as listed under (People in Occupations).

C-10

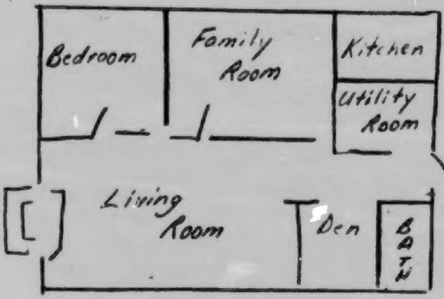
HOUSING

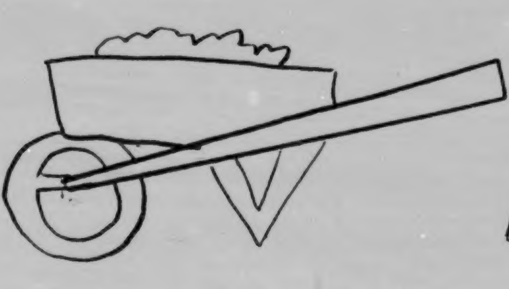




TURPENTINE
PAINT

SOLD
Model
Home


Bedroom
Family Room
Kitchen
Utility Room
Living Room
Den
BATH



Initiation of unit:

1. Have the students bring pictures of homes.
2. Send letter home to parents (see last page of this unit).

Reading and Language Arts:

Behavioral Objectives

1. The student will write appropriate reports and stories about housing(to the teachers satisfaction).
2. The student will write appropriate thank you notes and invitations to those involved in career visits and interviews.
3. Given an interview situation, the student will write and ask appropriate (to the teacher's satisfaction) interview questions.
4. Given a set of words and definitions on a worksheet, the student will correctly match vocabulary words to definitions.
5. Given an interview situation, the student will record the major points (to the teacher's satisfaction) of the interview.
6. Given a career visit, the student will orally relate information (to the teacher's satisfaction) about the visit.
7. Given a unit on housing, the student will select appropriate books and articles on houses.
8. Given a worksheet list of vocabulary words, the student will correctly alphabetize the words.

Activities

1. Library books.
2. Interview questions.
3. Magazines and newspapers.
4. Charts.
5. Weekly Readers.
6. Interviews.
7. Writing charts and stories.
8. Note taking.
9. Vocabulary words.
10. Thank-you letters.
11. Letters of invitation.
12. Oral reports.
13. Roleplaying.
14. Use of telephone book.

Arithmetic:

Behavioral Objectives

1. Given a ruler and a measuring task the student will correctly measure lines up to a maximum of twelve inches.
2. The student will, without reference materials, state or list the number of inches per foot.

3. The student will, without reference materials, correctly state or list the number of feet per yard.
4. Provided with a worksheet showing pictures of all American coins and paper currency up to $1,000, the student will correctly list the value of each coin and paper currency.
5. The child will add and subtract columns of 2 digit numbers.
6. The child will read and solve story problems.
7. The student will correctly read four and five digit numbers.
8. Given a worksheet with randomly listed numbers, the student will correctly identify odd and even numbers.
9. The student will correctly skip count(orally) by two's and three's.

Activities

1. Measurements(Elementary School Mathematics-by Addison,Wesley) Pages 119, and 281-284
2. Value of real estate.
3. Amount of loans.
4. Costs and money.
5. Adding and subtracting.
6. Making floor plans and maps(using scale).
7. Odd and even numbers.
8. Skip counting.

Social Studies:

Behavioral Objectives

1. The student will orally or in written form, describe (to the teacher's satisfaction) the differences between Japanese, Swiss, Indian and American homes.
2. The student will (to the teacher's satisfaction) compare his environment with that of other children in different countries.
3. Given a listing of workers and jobs and tools, the student will correctly match workers with their jobs and tools.
4. The student will correctly state the four major directions and correctly point to each direction from the school grounds.
5. Given pictures of old and modern tools and homes the student will correctly discriminate between the tools and homes of "today" and "yesterday".
6. The student will correctly list the three basic needs of every family.
7. Given pictures of the types of houses in his community, the student will (to the teacher's satisfaction) compare and contrast the homes.
8. Given a simple map, the student will (to the teacher's satisfaction) follow map directions.

Activities

1. Homes of today and yesterday.
2. Homes of different countries and cultures.

3. Various sizes of families.
4. Maps (neighborhood).
5. Following map directions.
6. Needs of families.
7. Individual tastes.
8. Building codes.
9. Early tools.
10. Cooperating and division of labor.
11. Social Studies text: Families and Social Needs(Laidlaw) Level 2, pages 21-35, 37-51, 75-91. The Social Sciences:Concepts and Values, (Harcourt, Brace and Jovanovich) Level 2, pages 81-100.

Science:

Behavioral Objectives

1. The student will list and describe (to the teacher's satisfaction) the various materials used in home building.
2. The student will correctly list the different types of energy used for heating.
3. The student will correctly list the sources of materials used in home building.
4. The student will correctly list at least two reasons for landscaping.
5. The student will, after mixing two primary colors, record the results.

Activities

1. Discussion of how environment affects homes.
2. Sources of materials used to build a house.
3. Concepts in Science , (Harcourt, Brace and Jovanovich) Level 2.
    Electricity and energy-pages 42-49, 62-63.
    Plants-pages 92, 110-111, 172, 182-185.
    Heating-molecules-pages 16-25.
    Colors-pages 59-61 and 126of this unit.

Health and Safety:

Behavioral Objectives

1. *The student will list at least___(number) safety rules to follow while on career visits.
2. *The student will correctly list___electric, ___fire and ___gas safety rules.
3. *The student will state (orally or in written form) at least___(number) reasons for electric , fire, and gas safety rules.

*(teacher may assign a number.)

Activities

1. Safety rules on trips.
2. Safety around construction sites.
3. Electrical, fire and gas safety.
4. Workers' safety rules.

Fine Arts:

Behavioral Objectives

1. Given a unit on Housing, the student will draw pictures(to the teacher's satisfaction) related to housing.
2. Given scrap materials, the student will build an acceptable model home.
3. The student will draw (to the teacher's satisfaction) a picture of his "favorite house".
4. The student will draw(to the teacher's satisfaction) a floor plan.

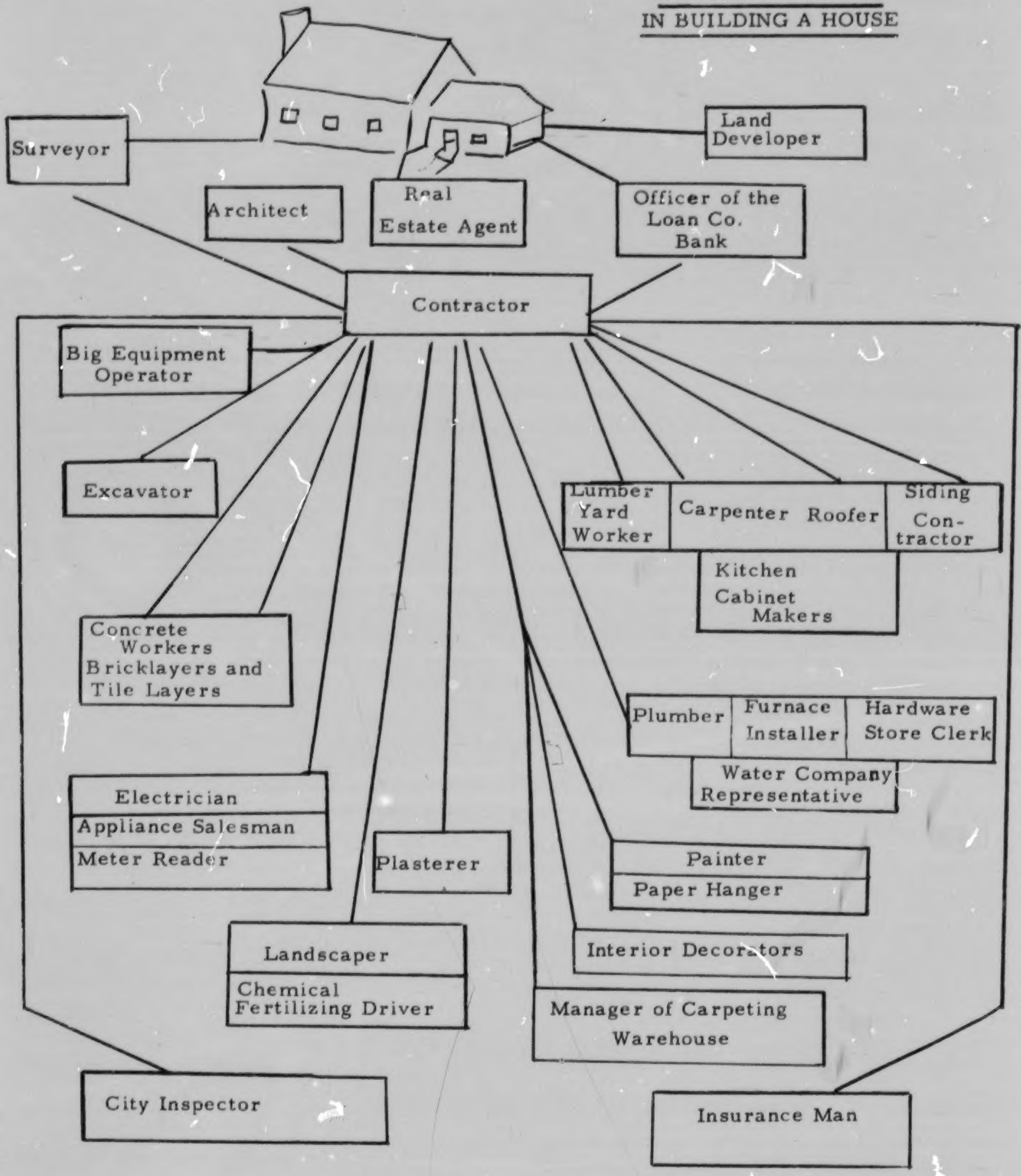
Activities

1. Music- Discovering Music, Anniversary Edition(American Book Company) Level 2-pages 143, "Pounding a Nail";page 19, "The Carpenter".
2. Build a model house from scrap material.
3. Draw pictures of jobs or homes.
4. Paper mache'.
5. Drawing floor plans.

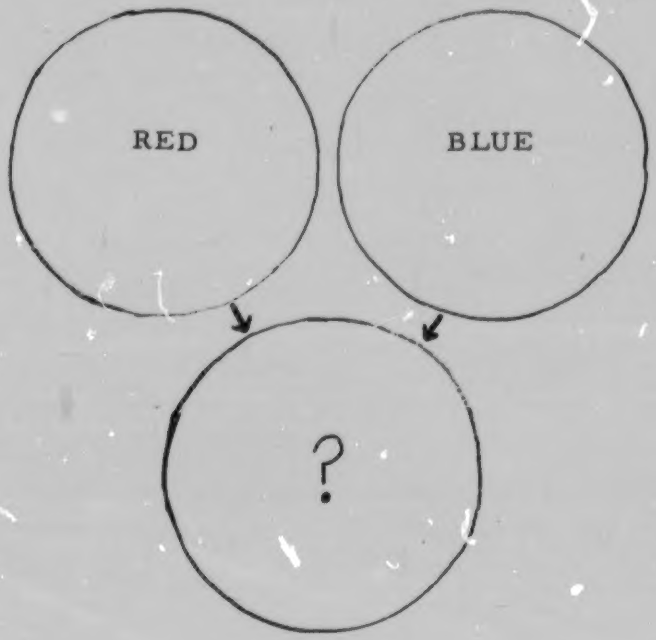
VISIBILITY:

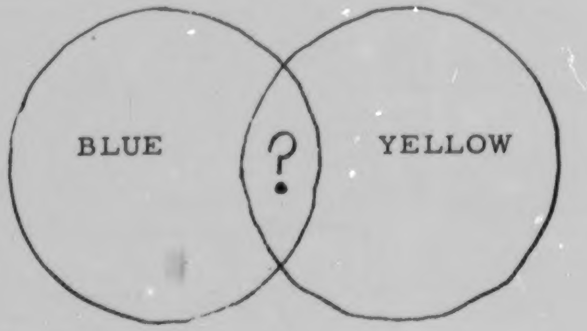
1. Make a list of at least five workers involved in the planning and construction of a house.
2. Assemble a model home from scrap material based on a floor plan.
3. Make a bulletin board for display to school and families.
4. Draw a neighborhood map.
5. Have a school-wide exhibit or display of houses.
6. Make a booklet of workers.
7. Create a box-a-job.
8. Have a design-a-house contest.
9. Sequentially order the steps involved in building a house.

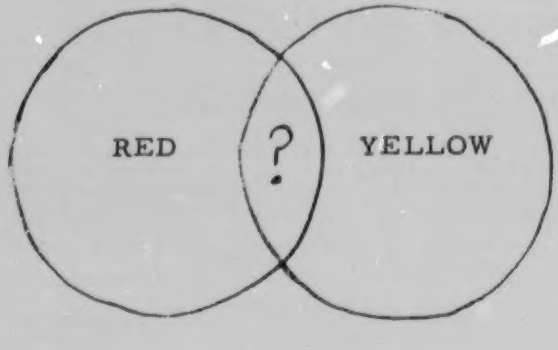
PEOPLE INVOLVED IN BUILDING A HOUSE


Surveyor
Land Developer
Architect
Real Estate Agent
Officer of the Loan Co. Bank
Contractor
Big Equipment Operator
Excavator
Lumber Yard Worker
Carpenter
Roofer
Siding Contractor
Kitchen Cabinet Makers
Concrete Workers Bricklayers and Tile Layers
Plumber
Furnace Installer
Hardware Store Clerk
Water Company Representative
Electrician
Appliance Salesman
Meter Reader
Plasterer
Painter
Paper Hanger
Interior Decorators
Landscaper
Chemical Fertilizing Driver
Manager of Carpeting Warehouse
City Inspector
Insurance Man

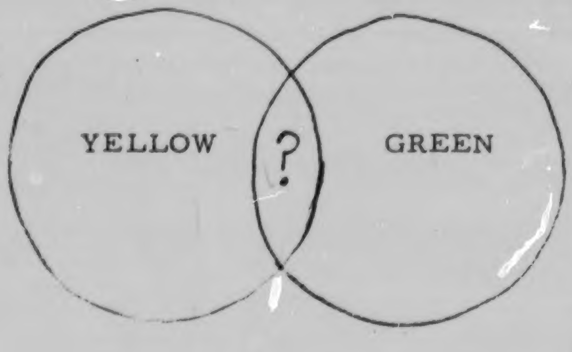
ALL COLORS COME FROM THE PRIMARY COLORS,
RED, BLUE, AND YELLOW.
MIX TWO PRIMARY COLORS AND SEE THEM CHANGE TO ANOTHER COLOR.

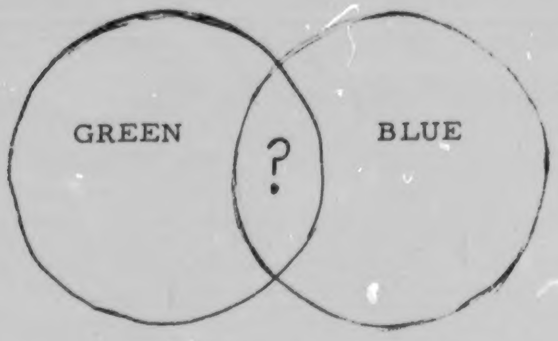


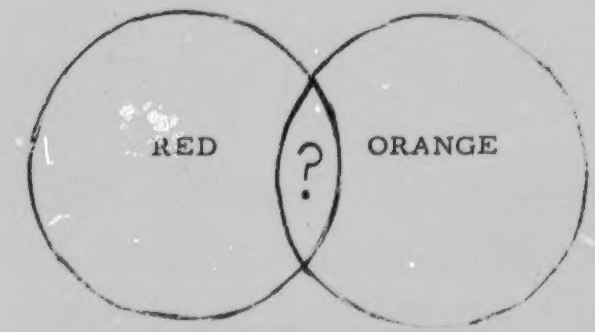

BLUE
?
YELLOW

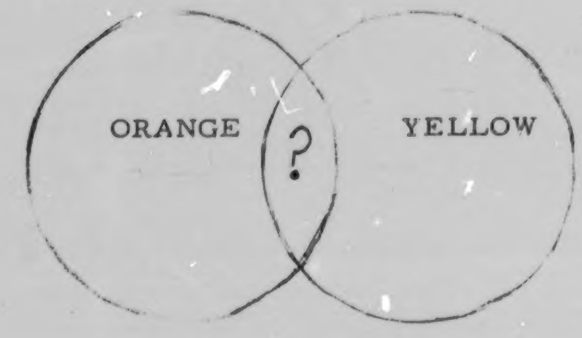


NOW TRY THESE.


YELLOW
?
GREEN






ORANGE
?
YELLOW

VOCABULARY

apartment
glass
brick
wood
stone
one-family
roof
porch
shelter
plywood
aluminum
sod
prairie
clay
kiln
nail
floor plan
rent
lot
blueprint
lumber-yard
cement
carpenter
architect
tools
bricklayer
money
balconies
Japan
rice-stew
sliding doors
panel walls
tokonoma
hibachi
chalet
herdsman
mountain huts
village
thatch
tatami
cots
contractor

PROJECT: MODEL HOUSE

Each second grader is to "construct" a house from scrap materials around his home (newspapers, cardboard, boxes, light-weight woods, cans, dixie cups, styrofoam or plastic plates and cuts, sticks, etc.). Any scrap will do.

The house should be no larger than 12" x 18" when finished. Mom and Dad can help and any other members of the family who want to.

The design of your house is up to you. You are the Architect. Draw some plans to go with it to tell what each room is to be used for. Any abstract or innovative design is perfectly acceptable.

Please use clean cans, boxes, newspapers. List all the materials you used somewhere on the house, and include how it is sticking together.

The house project is due ______________________________. All homes will go on display and will be judged. The winner will receive an award.

Let's get started today.

Remember, no houses brought in before ______________________________.

Good building.

Good luck.

____

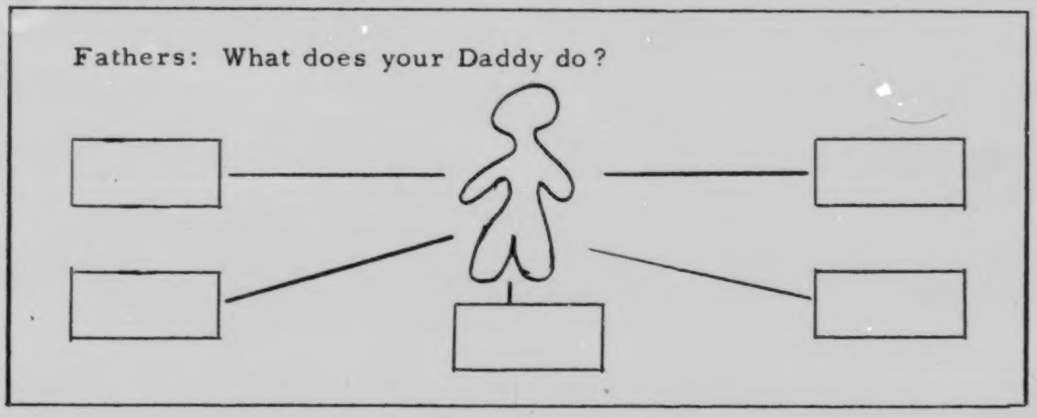
AVAILABLE RESOURCES:

1. Places for Career Visits
   a. lumberyard
   b. real estate office
   c. architect office
   d. cement works
   e. construction site
   f. paint, furniture, or hardware store or warehouse.
   g. utility companies
   h. homes
   i. loan company or bank
   j. building materials center
   k. walk through neighborhood
   l. school boiler room
   m. insurance company office

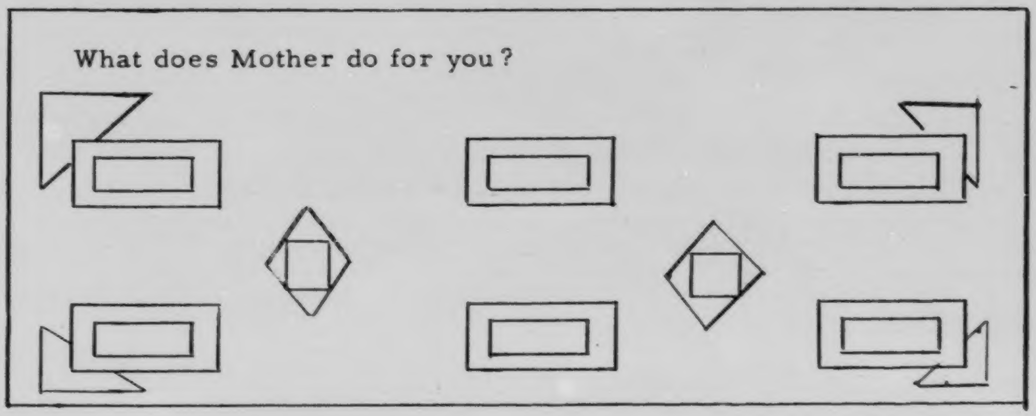
2. Films and Filmstrips.
   a. Pipes in the House #379
   b. The Lumberyard #204
   c. The New House: Where It Comes From #880
   d. We Make Choices #915
   e. Boy of India #75
   f. A Pioneer Home #378
   g. Colonial Children #708
   h. How We Get Our Homes(Series): Richard R. Dolezal - SVE
      Planning the Home
      Building the Foundation
      Building the Shell of the House
      Furnishing the Home
   i. Turning on Energy (CILCO film)

3. Supplementary Books and Records
   a. Houses, Katheryn, Carter
   b. Houses, Stephen Bone
   c. Carpentry, Carla Greene
   d. The Carpenter's Tools, Jerome Leavitt
   e. Come Over to My House, Theodore LeSieg
   f. I want to be a Carpenter, Children's Press
   g. The Young People's Guide to Home Building (booklets available by writing to the National Association of Home Builders, 1625 L Street, N.W., Washington, D.C. 20036)
   h. "The Three Pigs," Walt Disney (record)

BULLETIN BOARD IDEAS


Fathers: What does your Daddy do?

THE FAMILY


What does Mother do for you?

BEHAVIORAL OBJECTIVES

Fine Arts:

1. The student will draw an acceptable (to the teacher's satisfaction) picture of his family.
2. Given all the necessary materials, the student will make a puppet (to the teacher's satisfaction) depicting a family member.
3. Given proper drawing or painting materials, the student will draw or paint (to the teacher's satisfaction) a mural depicting a family.

Arithmetic:

1. Given an itemized grocery list (made by the student), the student will correctly total the prices on the list.
2. Given a "pretend" allowance, the student will develop an acceptable (as determined by the teacher) budget.
3. Given a primary clock, the student will correctly tell time.
4. Given a random assortment of American coins, the student will correctly identify each coin when pointed to by the teacher.

Reading and Language Arts:

1. Given access to library and other resource materials, the student will write an acceptable (as determined by the teacher) report on "the family".
2. The student will write an acceptable (as determined by the teacher) autobiography.
3. Given an orally presented list of vocabulary words related to the family, the student will spell the words with 90% accuracy.
4. Given an interview with a family member, the student will write an acceptable report (to the teacher's satisfaction) on that family member's career.
5. The student will write acceptable letters of "invitation" and "thank-you".

Science:

1. Given a thermometer and/or a thermostat, the student will correctly read (orally) the temperature.
2. The student will list at least five fire hazards found in the home.
3. The student will describe (verbally or in writing) what he would do in case of fire in his home.
4. The student will orally describe (to the teacher's satisfaction) where family members get their energy.

Social Studies:

1. The student will correctly list the ways his family earns a living.
2. The student will list at least ten things a housewife does.
3. Given the "equipment" used in the home, the student will appropriately operate three items of equipment.
4. The student will correctly list at least ten jobs a (a) sister, (b) brother, and (c) other family members can do to help each other.

5. The student will roleplay in a family situation.
6. The student will correctly draw a map showing the way he goes to and from school.
7. The family will correctly describe the composition of his immediate family.
8. The student will orally define the words: aunt, uncle, cousin, grandmother and grandfather.
9. The student will correctly (to the teacher's satisfaction) describe a family from another culture.

Safety and Health

1. Given a model telephone, the student will demonstrate (to the teacher's satisfaction), the correct use of the phone.
2. The student will correctly list two nutritious foods.
3. Given a description of a personal injury, the student will correctly describe (orally or in writing) what he would do upon receiving the injury.
4. The student will correctly list at least four safety rules to use at home.

ACTIVITIES

Fine Arts:

1. Draw pictures: themselves, families, family members at work, and families at leisure time activities.
2. Make puppets, stage and scenery.
3. Make murals and bulletin boards showing the jobs of family members.
4. Make furniture out of folded paper.
5. Make clay models of family members.
6. Make houses out of boxes.
7. Sing songs about families.

Arithmetic:

1. Bring newspapers with grocery ads and make itemized grocery list totaling the amount.
2. Give each child a 'pretend' amount of money for an allowance and let him budget it.
3. Work with measurements by baking cookies, sewing puppets, record heights of students, record weights of students, measure desks, bulletin boards, rooms, etc.
4. Work study problems concerning family.

Reading and Language Arts:

1. Read library books about families.
2. Read stories in texts about families.
3. Write biographical stories about families.
4. Roleplay family activities.
5. Compile vocabulary words and use in stories.
6. Put on puppet show.
7. Interview a family member and report orally or in writing.
8. Plan and present a TV show about a family.
9. Write letters of invitation and thank-you.
10. Write creative stories about family life.
11. Interview each other about our responsibilities in the family.

Science:

1. Bake cookies.
2. Read thermometers and thermostats.
3. Make ice cream
4. Interview a fireman about fire prevention.
5. Make popcorn.
6. Discuss causes of fire.
7. Plan exit routes from home in case of fire.
8. Read Unit 8 on Energy - Concepts in Science (Harcourt, Brace and Jovanovich) Level 2.

C-26/27

Safety and Health:

1. Bring in a telephone and practice using it in emergency situations.
2. Interview fireman, policeman, and telephone operator.
3. Roleplay safety situations.
4. Discuss safety rules.
5. Bring pictures of food and discuss basic food groups.
6. Draw pictures of basic foods.
7. Visit a fire station.
8. Visit a police station.

Social Studies:

1. Interview a family member.
2. Visit a home.
3. Interview each other about chores at home.
4. Roleplay family members.
5. Make a map of route from school to home.
6. Use hosehold tools.
7. Visit a father at work.
8. Visit a mother at work.
9. Discuss how families use leisure time.
10. Discuss responsibilities of each family member.

RESOURCES

1. Films:

Number:	Title:
807	Families and Learning - Everyone a Teacher
880	The New House
320	Grandmother Makes Bread
128	A Date With Your Family
178	Fire -- Patty Learns What To Do
272	Let's Be Safe At Home
250	Indian Family of Long Ago
28	Arabian Children
75	Boy of India
76	Boy of Mexico
96	Children of China
98	Children of Japan
99	Children of Switzerland
163	Eskimo Children
188	French Canadian Children
15	Ireland -- Family of Killarney
255	Irish Family
309	Mexican Children
446	Spanish Children
480	Tina -- Girl of Mexico
	Appreciating Your Parents - Coronet, 1966, 11 min.
	Families and Jobs - Lisa Earns Her Dime - McGraw-Hill, 9 min.
	Families and Rules; Watch How Well Everything Works - McGraw-Hill
	Your Family - Coronet

2. Textbooks:

Discovering Music -(American Book Company) Level 2

		Page
Songs:	"Light the Oven"	Page 51
	"Happy Birthday"	6
	"The Picnic"	33
	"My Home's in Montana"	50
	"Indian Boy"	76
	"I Wish I Were"	56
	"Valentine Box"	112

Lippincott Basic Reader 2-1 Book E (Lippincott) Level 2

Stories:	"A Pet For Twins	5
	"No Rocks"	10
	"Kick the Can"	20
	"The Story of Dobbin"	121

Lippincott Basic Reader 2-2 Book F (Lippincott) Level 2

Stories	Page
Henry and Ribs	115
Johnny Blair's Long Night	164

Elementary School Mathematics (Addison-Wesley) Level 2

Topic:	Page
Money	12, 38, 131, 269-274, 237-238, 125
Story problems	127
Measuring (distance)	281-284
Measuring (cups, pts, quarts, gallons)	285-286
Time - clocks	133-138

The rest of the book deals mainly with subtracting and adding that is important to every member of the family.

Concepts in Science (Harcourt, Brace and Jovanovich) Level 2

Unit	Page
Unit 8	177

The Social Sciences-Concepts and Values (Harcourt, Brace and Jovanovich) Level 2

Unit	Page
4, 5, 6, 7	90

Families and A Social Need-Concepts and Values (Laidlaw) Level 2

Unit	Page
3 - Maps	36

3. Library books:

Family Tree, Adamson, Jean and Gareth (Albert Whitman and Company)
Kid Brother, Beim, Jerrold (William Morrow and Company)
Wanted -- A Brother, Bell, Gina (Abingdon Press)
Daddy is Home, Bloomquist, David (Holt, Rinehart, Winston)
Indoor Noises, Brown, Margaret; Weisgard, Leonard (Harper-Row)
Amy and the New Baby, Brown, Myra (Franklin Watts, Inc.)
I Want to be a Homemaker, Greene, Carla (Children's Press)
Grandmother Oma, Lkeberger, Ilse (Swedish Grandmother)
Where Are the Mothers?, Marino, D.B. (Lippincott)
If I Were A Mother, Mizumura, Kazue (Thomas and Crowell).
Daddies: What They Do All Day, Puner, Helen (Lotherop, Lee and Shepard)
My Mother: The Most Beautiful Woman in the World, Reyher, Beckey (Howell, Soskin)
While Susie Sleeps, Schneider, Nina (E.M. Hale and Company)
Daddy Comes Home, Steiner, Charlotte (Doubleday and Company)

C-30/31

Theodore's Parents, Steiner, Charlotte (Doubleday and Company)
Growing Up With Daddy, Wilson, J.B. (Lothrop, Lee and Shepard)
My Little Brother, Wittram, H.R. (Holt, Rinehart, Winston)
The Quiet Mother and the Noisy Little Boy, Zoltov, Charlotte (Cadmus)

MATERIALS

NAME THE PERSON IN YOUR FAMILY WHO DOES THESE CHORES

1. Washes the dishes. ______________________________

2. Mows the grass. ______________________________

3. Washes the clothes. ______________________________

4. Takes out trash. ______________________________

5. Irons clothes. ______________________________

6. Dusts your room. ______________________________

7. Picks up your toys. ______________________________

8. Washes windows. ______________________________

9. Shovels the snow. ______________________________

10. Weeds the garden. ______________________________

11. Cooks your food. ______________________________

12. Makes your bed. ______________________________

13. Picks up your dirty clothes. ______________________________

14. Scrubs the floors. ______________________________

15. Bakes us cakes and cookies. ______________________________

16. Fixes broken things. ______________________________

17. Washes the car. ______________________________

18. Waters the lawn. ______________________________

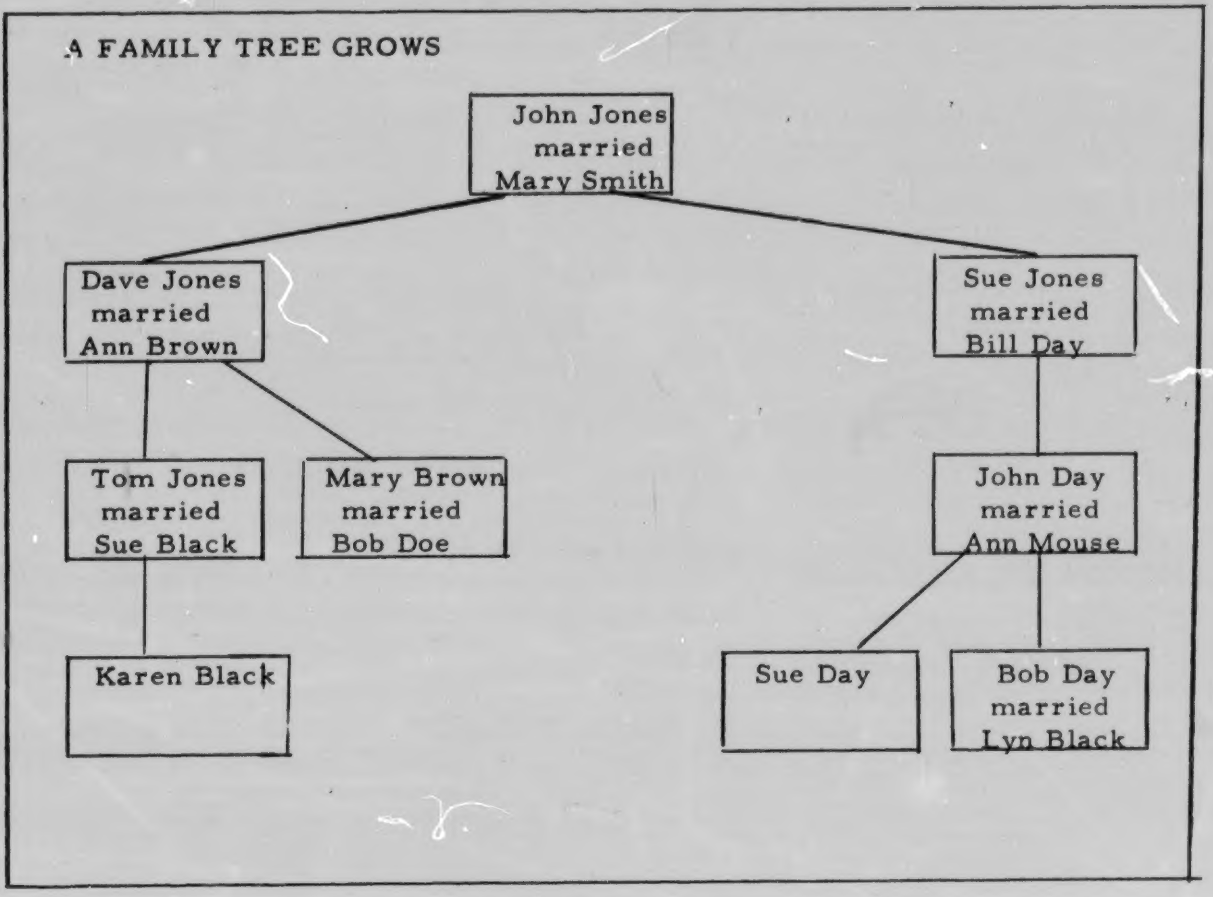
19. Feeds the pets. ______________________________

20. Does the mending. ______________________________

BULLETIN BOARDS

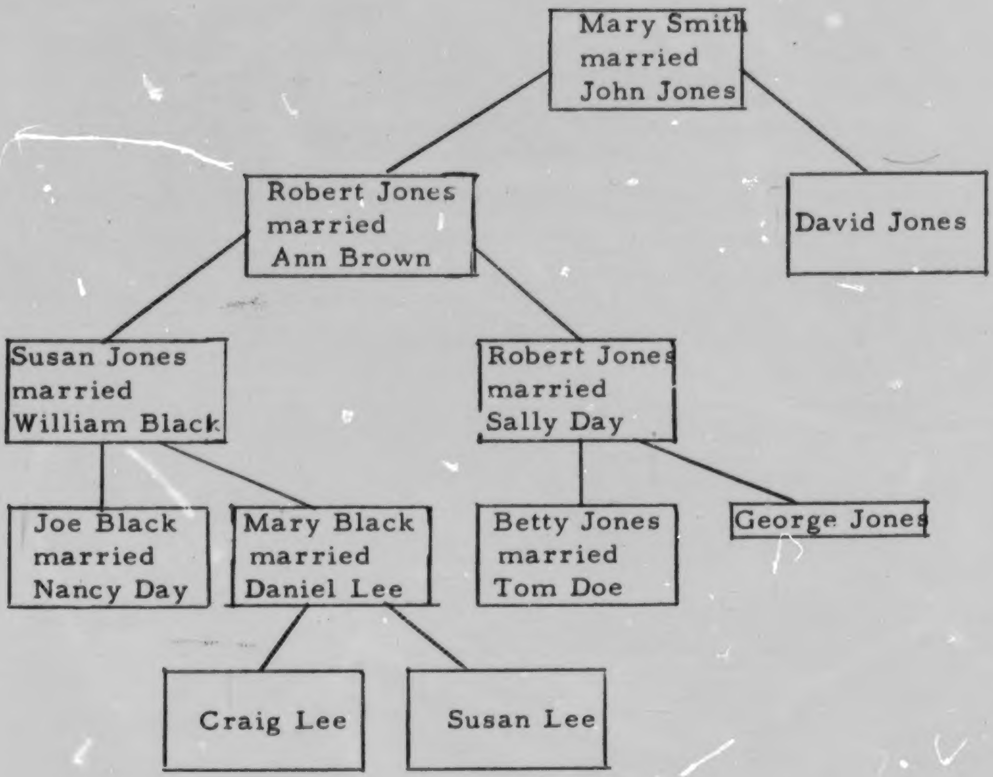
A FAMILY TOGETHER

1. At Work ☐
2. At play ☐
3. Celebrating ☐
4. Enjoying each other ☐


A FAMILY TREE GROWS
John Jones married Mary Smith
Dave Jones married Ann Brown
Sue Jones married Bill Day
Tom Jones married Sue Black
Mary Brown married Bob Doe
John Day married Ann Mouse
Karen Black
Sue Day
Bob Day married Lyn Black

C-34

THE FAMILY TREE


Mary Smith
married
John Jones
Robert Jones
married
Ann Brown
David Jones
Susan Jones
married
William Black
Robert Jones
married
Sally Day
Joe Black
married
Nancy Day
Mary Black
married
Daniel Lee
Betty Jones
married
Tom Doe
George Jones
Craig Lee
Susan Lee

1. How many sons have Mary Black Lee and Dan Lee? ____________

2. Who is George Jones' father? ______________________

3. Did Mary Smith Jones and John Jones have any daughters? ____________

4. Who did Sally Day marry? ______________________

5. Did David Jones have children? ____________

6. Who is Susan Jones' mother? ____________________________

7. Who are Ellen Black's brothers and sisters? ________________________

____

8. Mary Black is the mother of ______________________ and ________________

9. Robert Jones is the father of ____________________________ and

____

10. Robert Jones' wife is ___________________________________.

RELATIVES

1. My ______________________ is the mother of my mother.
2. My ______________________ is the child of my aunt and uncle.
3. My ______________________ is my mother's husband.
4. My ______________________ is the father of my father.
5. My ______________________ is the brother of my mother.
6. My ______________________ is the sister of my father.
7. My ______________________ is married to my uncle.
8. My ______________________ is married to my father.
9. My ______________________ is my father's brother.

VISIBILITY

1. Make family booklet.
2. Make cookies, ice cream, and butter.
3. Make murals and bulletin boards.
4. Make puppets and put on plays.
5. Make a family tree.
6. Set up a home in the classroom.
7. Do pantomines of jobs done by family members.
8. Make a box television about the family.
9. Construct a display on families and invite parents and other family members.

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BIBLIOGRAPHY

Grade-3

Basic Reading 3-1, (J.B. Lippincott)

Workbook "G" Basic Reading, (J. B. Lippincott)

The Macmillan English Series 3, (The Macmillan Co.)

Spell Correctly-Level 3, (Silver Burdett)

Elementary School Mathematics, 2nd Edition, Book 3, (Addison-Wesley)

Exploring Music, Anniversary Edition, (American Book Company)

Concepts in Science:Green, Second Edition, Level 3, (Harcourt, Brace and Jovanovich)

People Use the Earth, (Silver Burdett)

The Social Sciences-Concepts and Values-Green-Level 3, (Harcourt, Brace and Jovanovich)

Grade -4

Roads to Everwhere, (Ginn and Company)

Open Highways-Book 4, (Scott-Foresman)

The Macmillan English Series 4, (The Macmillan Company)

Elementary School Mathematics, 2nd Edition, Book 4, (Addison-Wesley)

Concepts in Science:Orange, 2nd Edition, Level 4, (Harcourt, Brace and Jovanovich)

The Social Sciences-Concepts and Values-Orange-Level 4, (Harcourt, Brace and Jovanovich)

This Is Man, (Silver Burdett)

THE POLICE OFFICER

Reading:

Behavioral Objectives

1. The student will list at least five duties of a police officer.
2. The student will, through the use of story, showing improvements(to the teacher's satisfaction) in silent reading skills.
3. Given a story, the student will relate the major elements of the story in proper sequence.

Resources

1. Basic Reader 3-1, (Lippincott) "Adventures in the Night"-pages 223-270. Workbook G, Basic Reading-accompanying pages for story.

Activities

1. Worksheet on duties of a police officer developed by the teacher. For example, multiple choice, matching terms with definitions.

Language Arts:

Behavioral Objectives

1. The student will list at least five verbs that bear a relationship to the duties performed by police officers.
2. The student will list at least five objectives that could be used to describe a police officer.
3. The student will list five nouns that relate to possessions of a police officer.

Resources

1. The Macmillan English Series, (Macmillan) Level 3.
   Invitations-pages 93 thru 97.
   Thank-you letters-pages 97
   Interview questions-pages 41, 42, and 43.
   Nouns-pages 105 thru 109
   Verbs-pages 114 thru 116
   Adjectives-pages 108 thru 114

Activities

1. Group will be formed to dramatize specific actions of a police officer.

Math:

Behavioral Objectives

1. Given a measurement task, the student will convert any given length in inches.
2. Given a measurement task, the student will convert any given length in feet.
3. Given a measurement task, the student will convert any given length in yards.
4. Given a problem involving distance and time variables, the student will correctly compute distance per hour (rate of speed).
5. Given addition and subtraction problems, the student will add and subtract money in relationship to wages and traffic fines.

Resources

1. Elementary School Mathematics, 2nd ed. (Addison Wesley) Level 3
   Addition and subtraction- pages 52-54
   Mileage-page 15
   Length- page 170-171

Activities

1. Walk the white line to figure out inches, feet, and yards.
2. Pay fines.
3. Figure out wages for time and a half.

Health and Safety:

Behavioral Objectives

1. The student will correctly list at least five bicycle safety rules.
2. The student will correctly list at least five crime prevention measures.
3. The student will correctly draw and label at least five traffic signs.

Resources

1. Refer to teachers health manual or any other available health texts.

Activities

1. The class will play a game of "travel relay" using proper hand signals.
2. The class will make flashcards in the shapes of the road signs.

Art:

Behavioral Objectives

1. The student will correctly explain (orally or in writing) the purpose of the colors chosen for road signs.
2. Given a mural activity, the student will demonstrate (to the teacher's satisfaction) visual perception on a flat surface.

Activities

1. The child will draw, label, and cut out road signs.
2. The class will make a wall mural displaying the police officer at work.

Music:

Behavioral Objectives

1. Given an auditory discrimination task involving police sirens, the student will distinguish between high and low notes.

Resources

1. Exploring Music(American Book Company) Level 3 and BM-3 Album for Book 3 and accompanying records.
2. Sirens.

Activities

1. The class will sing songs from third grade music book related to police officers.

Science:

Behavioral Objectives

1. Given a written or oral test, the student will state that everyone has different fingerprints.
2. The student will, through a written paragraph on the subject of dry cells, correctly describe how the policeman's walkie-talkie functions.

Resources

1. Concepts in Science:Green, 2nd Edition-Level 3(Harcourt, Brace and Jovanovich) dry cells-pages 60, 61 and accompanying lab kit manual.

Activities

1. The child will make his own fingerprints.
2. Groups of six children will work on making their own dry cells.

Social Studies:

Behavioral Objectives

1. Given a map with directions erased or masked, the student will correctly identify the four major directions.
2. Given a set of newspaper articles on crime in his community, and a map, the student will correctly pinpoint the crime areas.

Resources

1. Daily newspaper.

Activities

1. The child will keep a record of crime reports from newspaper clippings (in form of scrapbook).
2. The child will pinpoint crime areas on a map through the use of the newspaper articles which he has saved for his scrapbook.

RESOURCES

People: Police Officers
Places: Police Station and Community.
Things: Films:
    "The Policeman" # 819
    "Policeman-Day and Night" # 820
  Slides:
    The Policeman is My Friend-color 31 2x2" with script pages 71 in supplementary.
  Books:
    I Want to Be a Policeman, (Children's Press)
    I Know a Policeman, (Putnam)
    About Policemen, (Melmont Publishers, Inc.)
    Let's Find out about the Policeman, (Charles Shapp)
    About Policemen Around the World, (Melmont Publishers, Inc.)
  Regulation police equipment:
    Gun, radio, club, etc.

VISIBILITY

1. The child will be able to roleplay the part of a policeman, keeping in mind his duties, equipment, and social functions in society.

GROCERY STORE

Reading:

Behavioral Objectives

1. The student will, through the use of stories, show improvements in silent reading skills.
2. The student will, through the use of stories, show improvements in oral reading skills.
3. Given a story, the student will relate the major elements of the story in proper sequence.
4. Given the use of story, the student will correctly list at least five duties of grocery personnel.

Resources

1. Basic Reader 3-1 (Lippincott) Level 3 - "Mr. Y and Mr. Z" - pages 77-90. Workbook "G" Basic Reading (accompanying pages for story).

Activities

1. The child will read labels from cans, boxes, etc.
2. The child will write a grocery list.

Language Arts:

Processes

1. The child will write an invitation to grocery personnel.
2. The child will write thank-you letters to grocery personnel.
3. The child will write a paragraph about a trip to a store.
4. The child will tell orally about his trip to the store.
5. The child will write interview questions.
6. The child will ask the visitor the appropriate interview questions.

Resources

1. The Macmillan English Series (Macmillan) Level 3
   Invitations - pages 93-97
   Thank-you letters - page 97
   Paragraphs - page 177
   Storytelling - pages 199 and 255
   Interview questions (Career Awareness and Exploration Teacher Handbook - Peoria Public Schools) pages 41-43.

Activities

1. Term-definition match-up worksheet developed by the teacher.

2. Ordering groceries on play telephone.

Spelling:

Behavioral Objectives

1. Given a list of occupation-related words, the student will correctly spell at least 80% of the words.
2. Given a list of occupations, the student will correctly alphabetize the list.

Resources

1. Spell Correctly (Silver Burdett) Workbook Edition Level 3
2. Dictionary.

Activities

1. Make occupation name tags.
2. Make display signs of groceries.
3. Unscramble letters to make words of occupation.

Social Studies:

Behavioral Objectives

1. Given a U.S. map and a list of foods, the student will correctly match the foods to their regions of growth.
2. The student will, in not more than a paragraph, explain (to the teacher's satisfaction) how city people depend on the farmer for food.
3. Given a map, the student will correctly identify the "keys" of the map.

Resources

1. People Use the Earth (Silver Burdett) Level 3 - pages 13, 37-57, and 171-183.
2. The Social Sciences: Concepts and Values - Green (Harcourt, Brace and Jovanovich) Level 3 - pages 163-179.

Activities

1. The child will map out a grocery store floor plan.
2. The child will make a scale display of a supermarket.
3. The child will grow a seasonal vegetable.

Math:

Behavioral Objectives

1. Given a money changing task and play money, the student will correctly change a certain amount of money for an equivalent amount.
2. Given a problem involving weights, the student will correctly convert pounds to ounces and ounces to pounds.

3. Given a liquid measurement problem involving gallons, quarts, and pints, the student will convert any amount into equivalent amounts.
4. The student will correctly break a whole into fractions up to ___ (some fraction) (example: eighths, tenths, sixteenths, etc.).
5. Given a worksheet with math problems, the student will correctly add, subtract, and multiply sums of money.

Resources

1. Elementary School Mathematics (Addison and Wesley) Level 3
   Coins - page 5
   Liquids - pages 184-185
   Pounds and ounces - page 276
   Fractions - pages 286-287
   Multiplication of money - pages 90-91
   Menu - page 283
   Adding and subtracting money - pages 52-54
   Value of coins - pages 76-79

Activities

1. The child will price out merchandise.
2. The child will cut out and use coupons.
3. The child will make correct change for customer.
4. The child will discuss wages of occupation.
5. The child will weigh and measure items.

Science:

Behavioral Objectives

1. Given a question on plant growth, the student will correctly describe (to the teacher's satisfaction) the growth process.
2. The student will correctly list the types of farms which produce certain grocery food items.

Resources

1. Concepts in Science: Green, Second Edition, (Harcourt, Brace and Jovanovich) Level 3
   Molds - pages 219-227
   Plants - pages 13-17
   Types of farms - pages 153-158

Activities

1. The child will grow mold on bread, fruit, etc.

Health:

Behavioral Objectives

1. Given a list of foods, the student will identify those items necessary for a proper diet.
2. The student will plan (to the teacher's satisfaction) a healthy balanced meal.
3. Given lists of foods and food groups, the student will match foods to their proper group.

Resources

1. Refer to teachers health manual or any other available health texts.

Activities

1. Evaluate school lunch.
2. Make food charts.

Art:

Activities

1. Given the use of limited colors, the student will devise an acceptable newspaper ad.
2. The child will draw people of occupations in various stages of their duties.

Music:

Behavioral Objectives

1. The student will, verbally or in writing, describe (to the teacher's satisfaction) the purpose of background music in stories.
2. The student will, verbally or in writing, describe (to the teacher's satisfaction) why certain music is selected for background music in stores.

Resources

1. Exploring Music, Anniversary Edition (American Book Company) Level 3
2. Records.

Activities

1. Sing TV jingles on food products.
2. Sing songs about food or grocery stores found in music book.
3. Student will help compose songs and poems of grocery businesses.

RESOURCES

People: Store manager, cashier, produce man, stock boy, meat cutter and dairy man.

Places: Supermarkets, fruit markets and meat markets

Things: Films:

"The Community Bakery" - #5012
"Arithmetic in Food Stores" - #99
"Where Does Our Food Come From" - #524
"Wheat Farmer" - #522
"Milk" - #313
"The Dairy Farmer" - #643
"Corn Farmer" - #114
"Orange Grower" - #347
"We Get Food From Plants and Animals" - #902
"Produce From Farm to Market" - #418
"What's Good to Eat" - #523

Filmstrip:

"Sights and Sounds of the Neighborhood" (Filmstrip and Record)

Books:

I Want to be a Baker (Children's Press)
Let's Take a Trip to the Bakery
I Want to be a Groceryman (Children's Press)
I Want to be a Salesclerk (Children's Press)

VISIBILITY

1. While studying this unit, the class will be able to set up a grocery store.
2. The child will be able to roleplay the parts of any worker in a grocery store and the part of a customer.

HEALTH

Reading:

Behavioral Objectives

1. The student will list (verbally or in writing) five unfamiliar health occupations and describe (to the teacher's satisfaction) their work.
2. Given a story from the reading textbooks, the student will relate the major elements of the story in proper sequence.
3. *Given a story in the Ginn reader, the student will locate and list at least _____ words with multiple meanings.
4. *Given a story from Open Highways, the student will list (in writing)_____words of one syllable and ____words of two syllables.

(* Teacher may assign a number.)

Resources

1. Textbook: Roads to Everywhere, (Ginn) Level 4, "The Family Who Had Never Had An Automobile", page 114.
2. Popeye Comic Books on Health Occupations.
3. Health magazines such as Today's Health.
4. Library books: I Want to Be a Nurse(Children's Press), and others in the health field.
5. Newspaper articles on hospital, medical personnel, good health,etc.
6. Pamphlets and brochures from city and county health services, Heart of Illinois Heart Association, insurance companies and others.
7. Reference books.

Activities

1. The student will list five unfamiliar health occupations and describe their work after reading the Popeye health occupations comic book.
2. The student will list word with multiple meanings.
3. The student will list in writing words of one syllable and words of two syllables.

Language Arts:

Behavioral Objectives

1. Given a list of spelling words prepared from career visits and interviews, the student will correctly spell at least 85% of the words.
2. The student will write a correct thank-you letter as outlined in the basic Fourth Grade English textbook.
3. The student will demonstrate the correct use of reference materials in the presentation of his report.

Resources

1. Textbooks: The Macmillan English Series(Macmillan) Level 4

Letter writing	Chapter 4	Page 87
Paragraph writing	Chapter 7	Page 175
Interviewing	Chapter 2	Page 25
Reports	Chapter 8	Page 199

Activities

1. Spelling and vocabulary list prepared from career visit and interviews.
2. Thank-you letters for career visits and interviews.
3. Researching skills.
4. Interviewing skills.
5. Roleplaying.

Math

Behavioral Objectives

1. The student will add correctly, 80% of the problems of 3 digit column addition.
2. The student will subtract correctly, 70% of the problems of 3 digit subtraction.
3. The student will multiply correctly, 70% of the problems with 1 digit multiplier.
4. The student will graph temperatures on a line graph using the hospital form.
5. The student will diagram the equivalence of a teaspoon, tablespoon, and cup of liquid measurement.

Resources

1. Textbook: Elementary Mathematics, (Addison Wesley) Level 4.
   Food Calorie-page 41
   Money-page 42
   Liquid Measurement-page 128
   Reasoning-Using Money-page 144
   Human Skeleton-page 50
   Measurement-page 112-116
   Graphing-page 244-247
   Graphing Functions-page 248-249

Activities

1. Basic skills of addition, subtraction, multiplication, division, and fractions.
2. "Budgeting and Money Use", -page 129 , Social Science-Concepts and Value-Orange (Harcourt, Brace and Jovanovich)
3. Cost and unit cost of medical supplies.
4. Metric measurement.
5. Figuring hospital bills, supplies, and first aid kit.
6. Figuring working hours and salary.
7. Taking pulse-(count pulse for 30 seconds and multiply by 2 to get pulse count.)

Social Studies:

Behavioral Objectives

1. The student will draw a neighborhood map to scale and locate the health services in the neighborhood.
2. The student will locate the three city hospitals on a city map and plot ambulance routes to them from the neighborhood.
3. The student will, in a group, trace the history of a local hospital.

Resources

1. The Social Science -Concepts and Value-Orange, Level 4, (Harcourt, Brace and Jovanovich) Unit 1 and 2, pages 1-84.
2. This is Man, (Silver Burdett), Level 4, Unit 1 and 2, pages 3-26.
3. Films: From the City Health Department
   - "Ask Julie"
   - "Careers in Health"

   From District 150 Audio-Visual Department
   - "Making Choices"#5055
   - "What If" #5070
   - "Only Benjy Knows" #5054
   - "What's Fair" #5036
   - "What's Your Authority" #5071
   - "Who Needs Rules" #5074
   - "What's Your Authority" #5073
   - "Me Too" #5048
   - "Getting Even"#5023
   - "Good Citizens" #5029
   - "Money and Its Uses" #5051

   Film loops on Licensed Practical Nurse, Dental Hygienist, and Optical Services.

Activities

1. Map Skills: Locate three city hospitals on the city map and plot ambulance routes.
2. Locate health services such as doctor's office, dentist office, drug store on local school area map.
3. History of nursing and hospital services.
4. History of local hospitals.

Science and Health:

Behavioral Objectives

1. The student will indicate (or if written, to label) the heart, lungs, brain, stomach, and give simple explanation of their function.

2. The student will take another person's pulse within an error tolerance of four to six beats per minute.
3. The student will list the four food groups and five foods in each group.
4. The student will plan from the four food groups, a balanced diet for a day.
5. The student will demonstrate the proper first aid care for a cut, burn and insect bite (to the teacher's satisfaction).

Resources

1. Textbook: Here I Am, (Pflaum), Level 4.
   Concepts in Science - Orange (Harcourt, Brace and Jovanovich)
   "Working with the Microscope" - page 285
   "Water We Eat and Drink" - page 85
   "Use of Oxygen" - page 119
   "The Fall of the Tree" - page 135
2. Transparencies on the human body parts.
3. Body models from school catalogues.
4. Filmstrips on body parts.
5. Films on health, body parts, food, etc.
   "The Hospital" - #5030
   "The Doctor" - #5018
   "Health in Community"- 5028
   "Country Vet" - #5015

Activities

1. Growing bacteria.
2. Taking pulse and temperature.
3. Study blood smears under microscope.
4. Why hospitals have to be sterile.
5. Discussion of digestion and diet.
6. Proper use of medicine.
7. Drug abuse.
8. Simple first aid demonstration.
9. Plan nutritial meals.

RESOURCES

People: Dr. J.D. Clemmons, Coordinator of Educational Services, Peoria School of Medicine; Dr. Maude Sanders, Physician and Surgeon; Mr. Jack Williams, Anesthetist-Methodist Hospital; ambulance driver-Ace Ambulance; school community resource person in health; school nurse; hospital personnel; Illinois Central College Health Occupations Personnel; pharmacist; dentist; Mrs. Guest, Director of Methodist School of Nursing; dietician; drug abuse personnel; veterinarian.

Places: Peoria School of Medicine, University of Illinois (model career visit); Methodist Hospital of Central Illinois; Ace Ambulance; schools of nursing; Public Health Services (county and city); Institute of Physical Medicine and Rehabilitation - Forest Park - St. Francis Hospital.

Things: Film list from City Health Department; pamphlets from City and County Health Departments; pamphlets from Heart of Illinois Heart Association; newspaper articles; Popeye comic books on health occupations; films: District 150 Audio-Visual Department and Bradley Audio-Visual Department; filmstrips filmloops (AV Department); models of parts of the body (District 150 and Lakeview); library books; textbooks; reference books; transparencies; ditto sheets; tapes.

VISIBILITY

1. Scrapbook on health.
2. Bulletin board on health.
3. Draw something they have seen and body parts.
4. First aid demonstration.
5. Temperature and pulse charts.
6. Maps of neighborhood medical services.
7. Balanced meal demonstration: prepare either a nutritional one dish or one meal for the class-plan, purchase, prepare and serve.

TELEPHONE

Reading:

Behavioral Objectives

1. *Given a set of _____ questions about a story, the student will correctly answer the questions with 80% accuracy.
2. *The student will list at least _____ major parts of a story.
3. The student will summarize the story, either verbally or in writing(to the teacher's satisfaction).
4. The student will list at least five careers at the telephone company.

(* The teacher may assign number.)

Resources

1. Popeye Comic Book on Communication.
2. Library books.
3. Pamphlets from the telephone company.
4. Open Highways, (Scott-Foresman), Level 4
   "S.O.S. Adventure"-page 184
   "Morse Code"-page 196
   "The Talking Mill"-page 199
5. Reference books.

Language Arts:

Behavioral Objectives

1. *The student will locate and record _________ names and numbers from the telephone book.
2. Given a model phone, the student will demonstrate (to the teacher's satisfaction) the proper telephone procedures.
3. The student will locate and record different businesses in the yellow pages.
4. The student will correctly spell, in writing, 90% of the words from the spelling list of telephone related words.

(* The teacher may assign a number.)

Resources

1. The Macmillan English Series, (Macmillan)Level 4
   "Alphabetical Order"-page 68
   "Telephone Conversation"-page 33
   "Giving Good Directions"-page 30
   "Letter Writing"-page 87
   "Paragraph Writing"-page 175

"Interviewing"-page 25
"Reports"-page 199
"Controlling Your Voice"-page 36-39

2. Film: "How the Telephone Works" (Illinois Bell Telephone Company.)

Activities

1. Spelling and vocabulary lists of telephone terms.
2. Thank-you letters.
3. Written reports.
4. Play password games with new vocabulary words.
5. Tele-trainer from Illinois Bell Telephone Company.
6. Interview skills.

Math:

Behavioral Objectives

1. The student will compute a monthly telephone bill based on the monthly service charge plus three long distance calls.
2. The student will compare the cost of a telephone call from Peoria to New York City and Peoria to San Francisco.
3. The student will compare the cost of a telephone call from Peoria to Seattle from 8:00 a.m. to 5:00 p.m. to 11:00 p.m., and after 11 p.m. to 8 a.m.
4. The student will compare the cost of a telephone call from Peoria to Miami during Saturday 8:00 a.m. to 11:00 p.m. and Sunday 8:00 a.m. to 5:00 p.m. to calling Monday at noon.
5. The student will compare the cost of a telephone call from Peoria to Houston to the cost of a telegram.
6. The student will compare the cost of a call from Peoria to Washington, D.C., direct dialed to operator assisted call.

Resources

1. Elementary School Mathematics, (Addison-Wesley) Level 4.
   -Addition, subtraction, and multiplication skills for use with telephone bills.
   -Money with decimal point-Chapter 2, page 22.

Activities

1. Use Illinois Bell statistics on number of telephones in various countries--use place value to read numbers and to figure totals and differences.
2. Find cost of sending a telegram and compare to price of a telephone call.
3. Determine cost of telephone calls from Peoria to other cities.

Social Studies:

Behavioral Objectives

1. The student will list in writing or verbally at least five ways the telephone helps the community.
2. The student will diagram the development of communication from cavemen to the present.
3. The student will correctly describe three different telephones used for the handicapped.

Resources

1. Textbook: This Is Man, (Silver Burdette), Level 4.
   "Use of the Telephone"-page 190
   "Future of the Telephone"-page 291
   "Ideas that Have Changed the World"-page 259
   "We Live in Groups"-page 173-177
   The Social Science Concepts and Value-Orange(Harcourt-Brace and Jovanovich) Level 4.
   "Building on What You Learn"-page 58
2. Films: Available from the Illinois Bell Telephone Company.
   "Draw Me a Telephone"
   "Here is Tomorrow"
   "The Promise"
   "Beyond All Barriers"
3. Filmstrips.

Science:

Behavioral Objectives

1. The student will draw the ear and label the major parts.
2. Given the use of concrete objects, the student will correctly describe (verbally or in writing) how sound waves travel.
3. The student will label the major parts of the telephone.

Resources

1. Textbook: Concepts in Science, 2nd Edition, Level 4(Harcourt, Brace and Jovanovich)
   "Bounce of Sound"-Unit 1, page 5
2. Film: "Learning about Sound" #270
   "Sound for Beginners" #113
   "Nature of Sound" #334
   "Sound About" #893

3. Record: "Physics of Sound--George and Mr. Harrison"-Illinois Bell Telephone Company.
   "Talk About Sound"
4. Model of the ear.

RESOURCES

People: Installer, telephone operator, public relations for the telephone company, directory assistance operator, sales representative.
Places: Telephones in the school building.
Things: Telephone ads from magazines, newspapers, and television; tele-trainer; textbooks; films and filmstrips; pamphlets from the telephone company; telephone directory; wall posters; model of the ear; library books; and Popeye Comic Book on Communication.

VISIBILITY

1. Roleplaying of operator, correct calling techniques, making long distance calls, etc.

TREES

Language Arts:

Behavioral Objectives

1. The student will write a thank-you letter including six parts of a letter in proper form.
2. The student will spell correctly 20 words selected by the class (with 80% accuracy).
3. The student will correctly circle the adjectives in ten descriptive sentences of his own.
4. The student will complete brain teasers or crosswords on types of trees and tree products with 80% accuracy.

Activities

1. Invitations and thank-you letters to career people.
2. Interviewing techniques-prepare for and interview people in the world of work.
3. Compile career-related spelling and vocabulary lists.
4. Creative stories-students pretend they are trees and tell of their experiences.
5. Use adjectives in sentences to describe trees at different seasons of the year.
6. Brain teasers and crosswords on types of trees and tree products.
7. Prepare riddles or poems about tree-related careers.
8. Radio or T.V. panel show on topics pertaining to trees and tree-related careers.

Social Studies:

Behavioral Objectives

1. The student will designate on a map of the United States, three forest areas and list at least three forest products from each area.
2. The student will name two early American colonies which used trees as a money crop.
3. The student will, given a tree stump or picture of a cross-section, will write five events that could have happened during the life of the tree (correlated with tree rings.
4. The student will write five tree products and list two careers related to each of the products.
5. The student will write five changes from early lumbering careers to today.
6. The student will define supply and demand and give a written example.

Activities

1. Research forest areas of the United States and forest products.
2. Study of early American colonies and use of trees as a money crop.
3. Use of a tree ring time line.
4. Comparison of early lumbering careers and those of today.
5. Study of tree products and related careers.

6. Visit to lumberyard or interview to find out how supply and demand effect that business.
7. Debate between two groups--conservationists and lumber industrialists.
8. Set up a booth to sell products made from wood.
9. Collect papers for recycling. (Money could be used for a picnic in the park.)

Science:

Behavioral Objectives

1. The student will label ten leaves with their proper names.
2. The student will match six leaves as to whether they are simple or compound.
3. The student will draw a picture of a deciduous and coniferous tree and write sentences describing the difference between the two.
4. The student will label at least five parts of a tree on a picture of a tree.
5. The student will write a paragraph description on how a tree is planted.
6. The student will identify eleven animals that live in and rely on forests.
7. The student will identify five animals that depend on a tree and write two sentences about each animal.

Activities

1. Identification of leaves.
2. Study of simple and compound leaves.
3. Study of deciduous and coniferous trees.
4. Develop a poster of parts of a tree.
5. Science experiments from science text and other sources.
6. Plant a tree for Arbor Day.
7. Reading and study of forest animals.

Math:

Behavioral Objectives

1. The student will use comparative length and area measurements to solve ten problems with 80% accuracy.
2. The student will compute the price of building a bird house or a picnic table.
3. The student will, out of a list of twenty pairs of numbers, pick and place the proper symbol to designate the size of the numbers. (=, >, <)

Activities

1. Measurements (carpenter, lumberman, forest ranger).
2. Utilize measurement and computational skills in figuring the cost and materials needed in making a wood structure.
3. Study of graphs and tables and research on major forest areas of United States.
4. Study place value using figures of tree production, etc.

Art:

Behavioral Objectives

1. *The student will make a shadow box using at least four different things from trees and any other materials needed.
2. *The student will make a mobile using pictures of wood products.
3. *The student will make a toothpick sculpture that will be at least 6 inches wide, 18 inches tall, can stand alone and can be picked up without falling apart.
4. *The student will paint one abstract picture using the leaf as a focal point.
5. *The student will press leaves to add to a notebook.
6. *The student will create an ecology poster on fire prevention.
7. *The student will create a design of six different types of coniferous tree appendages.
8. *The student will utilize branches to create a spider web effect by either wrapping string or yarn through the branches or draping paper mache and painting.
9. *The student will draw their home of the future and then design the landscape for this 11-1/2" X 8-1/2" picture.
10. *The student will draw an imaginary forest including at least five Dr. Suess trees.

(*-to the teacher's satisfaction)

Activities

1. Construction of shadow boxes.
2. Construction of mobiles.
3. Construction of toothpick sculptures.
4. Leaf abstracts(pop art).
5. Pressing leaves.
6. Study of "Smokey the Bear" fire prevention posters and creation of originals.
7. Japanese collage.
8. Spider web creation using tree branches.
9. Future home picture.
10. Dr. Suess forest.

RESOURCES

People: Nurseryman, florist, lumberjack, gardener, salesman, forest ranger, apple orchard workers, landscaper, naturalist (A. L. Clausen-Chief Naturalist, Forest Park Nature Center), greenhouse workers, park district workers, ecology editor (Tom Edwards-Peoria Journal Star), lumber company personnel, tree surgeon, tree trimmer.

Places: State and national forests, parks, apple orchard, school yard, greenhouses, florist shops, lumber yards, nursery, and tree farm.

Things: Textbook pages: Concepts in Science-Orange-2nd Edition, (Harcourt, Brace and Jovanovich) Level 4-pages 135-173
Open Highways, (Scott -Foresman) Level 4-"Paul Bunyan" pages 255-261

Films:
- #271-Leaves
- #384 -Plants Make Food
- #382 -Plant Life at Work
- #617 -Life on a Dead Tree
- #860 -Food:Energy From the Sun
- #832 -Trees:Their Importance to Man
- #883 -Plants Live Through the Winter
- #5041-Our Changing Way of Life-The Lumberman

Books and Stories:
- " The How and Why Wonderbook of Trees"
- " Dr. Suess-The Lorax"

Free material addresses:

American Forest Institute
1835 K. Street N. W.
Washington, D.C. 20006

Pine Products Corporation
P.O. Box 460
Prineville, Oregon 97754

Department of Conservation
Division of Forestry
Springfield, Illinois 62706

Lakeview Center Free Loan:
- 42-3--Root, stem, leaf model in plastic
- 42-2--Root-stem-leaf model
- 42-1--Plant model
- 40-2-Gymnosperms
- 41-1--Plant cell model
- 40-1A-1B--Plant Kingdom
- 45-1--Poster of Trees of North America
- 45-2--Poster of How a Tree Grows
- 45-3--Poster of What We Get From Trees
- 45-4--Audubon Tree Chart

Other: Tools, seeds and soil, cross section of tree, wood samples, leaf collections, maple syrup, pitch, tar, turpentine, fruits, pine cones, etc.

VISIBILITY

1. Bulletin boards: thank-you letters, vocabulary lists, interview reports, assorted art projects, creative stories, pictures, science experiments, tree ring time lines, posters.
2. Planted tree.
3. Tree products sale.

SOIL

Language Arts:

Behavioral Objectives and Activities

1. The student will write a thank-you letter including the six parts of a letter in proper form.
2. The student will orally contribute one original idea in the class construction of an experience chart or outline.
3. The student will write a three paragraph properly constructed report on a career experience.
4. The student will roleplay the activities of at least one career worker for the class to the teacher's satisfaction.
5. The student will, on a written test, spell correctly 20 words selected by the class with 80% accuracy.
6. The student will correctly match 10 out of 15 vocabulary words with their meanings.

Social Studies:

Behavioral Objectives and Activities

1. The student will construct a soil notebook of which five pages will be group contributions and five pages will be individual choice of materials.
2. The student will describe in two sentences what a migrant worker is and does.
3. The student will list at least three methods of soil conservation used by adults and three ways that the student himself can help conserve soil.
4. The student will present or describe in writing one experiment using soil.
5. The student will research and write a half-page report on other elements in the soil to the teacher's satisfaction.
6. The student will write on a balloon at least four reasons why soil is important for a bandwagon.
7. The student will label five geographic land forms on pictures or posters.
8. The student will properly place five map key symbols on a blank map.
9. The student will,from a list of farming methods, differentiate between past and present methods.

Science:

Behavioral Objectives and Activities

1. Given five samples of soil the student will record four out of five correct answers on a tape.
2. Following a neighborhood field trip the student will describe and tell where two types of erosion are located.

3. The student will draw(to the teacher's satisfaction) four pictures of animals that live in the soil.
4. Out of 20 items the students will cross out all the items except soil pests with 80% accuracy.

Math:

Behavioral Objectives and Activities

1. The student will compute the perimeter of the classroom in feet and yards and the area of the school yard in square feet and yards.
2. The student will convert our system of numbers to the metric system in nine out of ten problems.
3. The student will complete a graph showing the uses of the land in the city.
4. The student will compute the amount of profit per acre on a farm in ten out of twelve problems.
5. The student will compare prices from different sections of town as to land values.

RESOURCES

People: Farm advisor, farmer, florist, soil tester, conservationist, park planner, geologist, anthropologist, fertilizer salesman, horticulturist, city planner, zoning board member, gardener, flood control member, human geographer, dam keeper, miners, fertilizer distributor, garden club members, migrant workers, sod farmer, nurserymen, lapidarist, landscapers, landfill workers, surveyors, realtor, park district employees, college professors in earth science.

Places: Strip mines, Dixon Mounds, Nature Center, landfill, farms, parks, city hall, laboratories testing - surface and soil control.

Things: Films: "Our Land Needs Your Help" # 882, 13 min., color, elem.
"The Earth's Changing Surface" #855, 12 min., color, elem.
"Erosion, Leveling the Land" #390, 14 min. b &w, elem., jh, sh.
Soil samples, rock samples, science kits, land relief maps, plaster mineral gypsum, volcano model(Lakeview).

Filmstrips:
How We Think Our Earth Came To Be-#315
Our Earth Is Changing-#316 pages 107-110
How Rocks Are Formed -#317 pages 99-106
The Story of the Earth We Find in Rocks-#318
Up Through the Coal Age-#363

Books:
Concepts in Science:Orange, 2nd Ed. (Harcourt, Brace and Jovanovich), Level 4- pages 219 thru 253
The Social Sciences-Concepts and Values-Orange, (Harcourt, Brace and Jovanovich), Level 4-pages77 thru 127
Teaching Soil and Water Conservation -pamphlet by the United States Department of Agriculture-Soil Conservation.
Encyclopedias
Earth Changes, Lucas, Jannette, (Lippincott 1937)
Picture Book of the Earth, Meyer, Lothop(1939)

Rocks, Rivers, and the Changing Earth: A First Book of Geology, Scott, 1952
The First Book of Conservation, Smith, New York (Franklin Watts, Inc.) 1954
The Real Book About Farms, Howard, New York(Garden City Books, 1952)
All About Volcanoes and Earthquakes, (Pough, Hale and Company,)
National Geographics.

Miscellaneous: Posters of the earth layers.
Fossils(Lakeview)
Ecology Kit(Free from Coca-Cola)
Comic Book-Popeye on Environmental Careers
Samples of concrete , glass, asphalt, lead, oil, copper , iron and other things found in the soil.

VISIBILITY

1. Soil Careers bulletin boards.
2. Posters and notebooks.
3. Pictures and graphs.
4. Field trips.
5. Experience charts.
6. Thank-you notes.
7. Time sequence mural.
8. Soil Testing plants.
9. Maps.
10. Charts of spelling words and vocabulary words.
11. Recycling projects.

WATER

Language Arts:

Behavioral Objectives

1. The student will write an invitation and a thank-you note including the six parts in proper form.
2. The student will spell correctly 20 words selected by the class with 80% accuracy.
3. Given a worksheet with lists of vocabulary words in one column and definitions in another, the student will correctly match words with their definitions.
4. The student will correctly write 10 pairs of synonyms relating to water. (wet-damp)
5. The student will write a research paper taking notes from at least two different library sources.
6. The student will write and illustrate a comic strip using at least 5 frames on water pollution. (Charlie Tuna-example)
7. The student will in a small group write a story(to the teacher's satisfaction) about some water career person of at least two paragraphs in length.

Activities

1. Invitations and thank-you letters.
2. Interviewing techniques.
3. Compile career-related spelling and vocabulary lists.
4. Creative writing.
5. Synonyms.
6. Research paper, note-taking, library skills.
7. Comic strip on pollution.
8. Group cooperation and paragraph writing.

Social Studies:

Behavioral Objectives

1. The student will write the names of at least two states in different rainfall categories or areas using a rainfall map.
2. The student will label on a United States map the major river systems with 80% accuracy.
3. The student will compile a notebook with information on the following:
    a. Describe three cloud formations(one paragraph each).
    b. Name at least four major rivers of the world and the continents where they are located.
    c. Name four world oceans.
    d. When given a list of bodies of water, put them in a list from smallest to largest(or alphabetically).

   e. Draw two pictures showing life in a low rainfall area and a high rainfall area.
   f. Draw and label a picture of the water cycle.
   g. Include a list of class formed vocabulary words to be looked up in the dictionary.
   h. Include other independent ideas of their own.

4. The student will write a paragraph on three different cities which are located on a river and why the settlers first chose that location.
5. The student will orally describe irrigation in not less than three sentences.
6. The student will draw a picture(to the teacher's satisfaction) and describe correctly the water related job he would like most to do.

Activities

1. Reading rainfall maps in The Social Sciences:Concepts and Values, Orange (Harcourt, Brace and Jovanovich) Level 4.
2. Uses of water.
3. Major river systems in the United States.
4. Notebooks containing information on cloud formations, different rainfall areas, types of water control, uses of water, and water cycle.
5. Cities built by bodies of water.
6. Visit an irrigation project.

Science:

Behavioral Objectives

1. The student will identify and describe the purpose of seven weather instruments.
2. The student will form a water molecule using colored circles of paper.
3. The student will write one example of evaporation and one example of condensation and explain the differences.
4. The student will verbally or in writing describe to the teacher's satisfaction how water is purified in his city.
5. The student will circle appropriate labels going with pictures of dehydration in food and humans.
6. The student will draw on a map and name nine out of twelve ocean currents.
7. The student will write at least eight ways people use the oceans.
8. The student will write or tell why a cactus and a camel use water differently from other living organisms.

Activities

1. Weather instruments.
2. Properties of water.
3. Science experiments on water evaporation and condensation. (Choice of several in science text.)
4. Water purification(Career visit to water purification plant.)
5. Discussion of water dehydration.

6. Currents.
7. Report on "How the Oceans Serve Us".
8. Plant and animal dependence on water.

Math:

Behavioral Objectives

1. The student will answer 25 multiplication problems correctly in three minutes.
2. The student will fill in blanks correctly showing the relationship between cups, pints, quarts, and gallons with 80% accuracy.
3. The student will compute a water bill including tax when given only the meter numbers and necessary correlative data.
4. Given a list of water meter readings, the student will put them in order from smaller to larger with 80% accuracy.
5. The student will read orally at least four water meter readings.
6. The student will , when given a work sheet of thermometers, color thermometer in red to correlate with the proper degree given on the work sheet.

Activities

1. Math games-(for example-"Quizmo")-using a magnetized pole student will catch fish with multiplication problems attached to them. He keeps the fish if he answers correctly-throws it back if he cannot.
2. Liquid measurement- page 128 of Elementary School Mathematics, (Addison-Wesley) Level 4.
3. Water bills-page 42 of Elementary School Mathematics, (Addison-Wesley)Level 4.
4. Water meter reading.
5. Reading numbers orally.
6. Temperatures-page 217 of Elementary School Mathematics, (Addison-Wesley,) Level 4.

Art:

Behavioral Objectives

1. Each student will construct a color wheel(to the teacher's satisfaction.)
2. The student will construct a crayon resist picture depicting at least four forms of see life.
3. Student will make a paper 11-1/2 X 9-1/2 inch mosaic showing aquatic methods of transportation.
4. Student will create any imaginary sea animals from regular ivory soap cake.
5. The student will design a picture 11-1/2 X 9-1/2 inches using potato—cut printing.
6. The student will construct a figure of any two fishes using the medium of graph paper to make their patterns which will be shifted to black construction paper.

Activities

1. Rainbow.
2. Crayon resist ocean scene.
3. Paper mosaic.
4. Mural.
5. Paper-mache' .
6. Soap sculpture.
7. Potato printing(group or individual work.)
8. Using graph paper.

RESOURCES

People: Dam keeper, water company employees, ecology editor, hydrologist, weatherman, boaters, coast guard, sewer workers, fishery employees, meteorologists, water testers, flood control employees, city planner, farmer-irrigation, hydroponicist, water softener employees, Corps of Army Engineers, warden.

Places: Peoria Lock and Dam, irrigation sites, recreational areas, river front areas, water works plant and purification plant, fishery, Lake Camelot, water shed, Army Corps of Engineers, boat clubs, reservoirs, T.V. stations, ecology editors office, City Hall, hydroponic stations, sewer plant.

Things: Rain maps-T.V. stations and airport's meteorologist.
Dried vegetables and fruits(raisins, apricots, etc.)
Posters-water cycle, making of hail, clouds.
Water testing kit.
Terrarium
Magnetized pole and fishery game
Text: The Social Sciences:Concepts and Values-Orange, Level 4(Harcourt, Brace and Jovanovich) pages 86-97.
The Concepts in Science-Orange, 2nd Edition, Level 4(Harcourt, Brace, and Jovanovich)-pages 61-97.

Books and Booklets: Teaching Soil and Water Conservation
U.S. Department of Agriculture
Soil Conservation Service
The How and Why Wonder Book of Our Earth
Wonder Books, New York
Your People and Mine
Ginn Series
Discovering the World of Science(pages 172-203)
D. VanNostrand Company, New York
Science in Our World, Health Series, (pages 137-160)
Urell, Catherine and Nonnenmacher, Rosamamuda
Big City Water Supply
Chicago, Follett Publishing Company, 1953
Science for Elementary School Teacher, New Edition 1958
Craig, Gerald S., Ginn and Company, Boston

Wait for the Sunshine, 1954
Blough, Glenn O., McGraw-Hill Book Company, New York
Everyday Weather and How It Works
Schneider, Herman-McGraw-Hill Book Company, New York
Newspaper for weather reports
T.V. stations for T.V. weather reports

Lakeview Loan: Weather instruments from Lakeview Free Loan Department.
Hydrometer #15-4
Thermometer #15-3
Oceans #6-7
Bathymetric Globe(under water land relief map)
Ocean life
Ocean features
Oceanography study prints
Shell cases
Weather-fronts, model and prints #15-1
Understanding Our Weather Poster #15-2
Seismograph Model # 13-1
Sonar Sound Unit-U.S. Navy Department
Classroom Science Lab. Exp. #35 page 89(Freezing H_2O)

Films: "Treasures in Snow" #564
"Water for the City" #731
"Wonders of Water" #529
"Pipes in the House" #379
"Mississippi River" #558
"What Makes Rain" #520
"Dams" #125
"Erosion Leveling the Ground" #390
"Ground Water" #210
"Water Works For Us" #271
Water safety films from the American Red Cross.
Rainshower #931, 14 min., color, prim.
Science News Digest Elementary Film: A Town That Washes Its Water
#2102, 12 min., color, elem., junior high and senior high.
Back to the Lake Poster- Director of Sport, Fisheries, and Wildlife,
Department of the Interior, Washington, D.C. 20240

Comic Book: Popeye and Hospitality and Recreation Careers(King Features)
Popeye Agri-Business-Natural Resources Careers(King Features)

Miscellaneous: Glasses
Ice cubes
Bricks and construction paper pieces
Scales
Ice box freezing compartment

VISIBILITY

1. Bulletin boards:paper mache' art, weather instrument pictures, vocabulary and spelling lists, comic strips, water uses pictures, and other art displays, etc.
2. Book of creative stories.

3. Notebooks.
4. Maps.
5. Rainfall Area Pictures.
6. Pictures of guests and field trips.
7. Futuristic city.
8. Fish net display.

CONSTRUCTION

Reading:

Behavioral Objectives

1. The student, in a designated group, will verbally state in sequence, a limit of 2 sentences per turn from the story.
2. The student will, from a prepared list of words from the story, select those words and mark the first syllable as open or closed.
3. The student will (to the teacher's satisfaction) explain the importance of following directions accurately in construction.
4. Given a set of story words, the student will correctly list words with the same vowel sounds but spelled differently.
5. The student will correctly describe (in writing) ten construction tools and their uses.

Resources

1. Open Highways (Scott Foresman) Level 4
   "A Bird Feeder to Make" - page 212
   "Tower to the Moon" - page 109
   "Just Call Me Rob" - page 60
   Roads to Everywhere (Ginn) Level 4
   "The Stone Cutter" - page 86
2. Popeye Comic Book on construction.
3. Pamphlet - The Young People's Guide to Home Building - to order:
   National Association of Home Builders
   1625 L. Street, N.W.
   Washington, D.C. 20036
4. Material catalogs, newspapers, magazines, library books, and reference books.

Language Arts:

Behavioral Objectives

1. The student will spell correctly a minimum of 85% of the words on a spelling list prepared from career visits, interviews, and reading.
2. The student will write correct thank-you letters as outlined in the The Macmillan English Series (Macmillan) Level 4 textbook.
3. The student will demonstrate the correct use of reference materials in the preparation of his report.

Resources

1. The Macmillan English Series (Macmillan) Level 4
   Letter writing - Chapter 4, page 87
   Paragraph writing -Chapter 7, page 175

Interviewing-Chapter 2, page 25
Reports-Chapter 8, page 191

Activities

1. Prepare spelling list from interviews, career visits, and readings.
2. Prepare thank-you letters.
3. Make a report on some area of construction.
4. Creative writing.

Math:

Behavioral Objectives

1. The student will measure and record the distances between two placed within the school.
2. The student will measure and compute the perimeter of the school room.
3. The student will compute the amount of carpeting necessary to cover the classroom.
4. The student will compute the area of the school room.
5. The student will draw to scale a one room floor plan. (one inch to a yard)

Resources

1. Elementary School Mathematics, (Addison and Wesley) Level 4.
   Measurement-Chapter 4, page 112
   Basic Addition, Subtraction and other Facts.
2. "Working with Scale"-film no. 905, 10-1/2 min., color, elem. jh.

Activities

1. Use of ruler and yardstick
2. Relationship of inches, feet and yards.
3. Study of area and perimeter.
4. Draw floor plan of one room to scale.
5. Figure the carpeting for school room.

Social Studies:

Behavioral Objectives

1. *Given colonial and modern apprenticeship information, the student will identify at least ____ areas in which they are similar and ___ areas in which they differ.
2. *Given various forms of construction, the student will identify ___ ways in which two of the construction forms are alike and different.
3. The student will correctly describe the course of building materials from their source to the construction site.

(* the teacher may assign a number)

Resources

1. This Is Man, (Silver Burdette,) Level 4, Unit 15 , page 283 and Unit 7, page 118.
   Home construction in other lands.
   How material is transported.
   What is apprenticeship--modern and in colonial days.
2. The Social Sciences:Concepts and Values-Orange(Harcourt, Brace and Jovanovich) Level 4, Unit 6, page 255.
3. Films: "Pipes in the House"-#379
   "The Alternative(Career Choices)"-#176, 11 min., color, elem, jr.
   "Craftsmen"-#953, 19 min., color, jr

Science:

Behavioral Objectives

1. The student will identify ten simple tools and their use.
2. The student will correctly demonstrate the use of three simple tools.
3. The student will list 15 materials used in home construction.
4. * The student (verbally or in writing) will identify at least ___ characteristics of good and poor building sites.
   (* The teacher may assign a number.)

Resources

1. Concepts in Science-Orange (Harcourt, Brace and Jovanovich) Level 4
   "Fall of the Tree"-page 135
   "The Travel of a Handful of Soil"-page 219
   "The Travels of a Drop of Water"-page 63
   Study of Simple Machines
2. Films: "The ABC of Hand Tools" -#627, 628
   "The New House-Where It Comes From"-#880
   "Simple Machines"- #428 thru 431
   "How Machines and Tools Help Us"-#229
   "Trees, Their Importance to Man"-#832
   "Electricity for Beginners"-#100
   "Heat and How We Use It"-#868

Activities

1. Examine different materials for interior and exterior use.
2. Examine how climate decides the types of houses, etc.
3. Water-how it affects placement of structure, building and transportation.

RESOURCES

People: Home contractor, plumber, electrician, interior decorator, architect, lumberyard dealer, concrete finisher, brick layer, carpenter, real estate salesman, plasterer, insurance salesman, landscape artist, glazer, carpet layer, tile layer, painter and wallpaperer, and excavator.

Places: Architect and engineer's offices, home under construction, interior decorating shop, lumberyard, electrical firm, carpet shop, glass company, nursery, realty company, trade union people, plumbing store and cabinet maker shop.

Things: Pamphlet-*The Young Peoples Guide to Home Buildings*; tools uses in home building; blueprints; *Popeye* Comic Books on Construction; library books; filmloops on carpenter, brick mason, etc.; films and filmstrips; textbooks; reference books; home magazines; house plan booklets; Peoria Journal Star's (Saturday's edition)"Home of Week".

VISIBILITY

1. Make a scrapbook of houses and interiors.
2. Draw a simple floor plan.
3. Build a small house.
4. Build a bird house, bird feeder.
5. Planting around school or home.

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BIBLIOGRAPHY

Grade 5

Trails to Treasure (Ginn and Company)

Open Highways - Book 5 (Scott-Foresman)

The Macmillan English Series 5 (The Macmillan Company)

Elementary School Mathematics, 2nd Edition, Book 5 (Addison Wesley)

The Social Studies - Concepts and Values -Purple, Level 5 (Harcourt, Brace and Jovanovich)

Man and Society (Silver Burdett)

Concepts in Science: Purple, 2nd Edition (Harcourt, Brace and Jovanovich)

Grade 6

Wings to Adventure (Ginn and Company)

Open Highways - Book 6 (Scott Foresman)

The Macmillan English Series 6 (The Macmillan Company)

Elementary School Mathematics, 2nd Edition, Book 6 (Addision Wesley)

The Social Sciences - Concepts and Values - Brown, Level 6 (Harcourt, Brace and Jovanovich)

Man and Change (Silver Burdett)

Concepts in Science: Brown, 2nd Edition (Harcourt, Brace and Jovanovich)

MARKETING AND DISTRIBUTION OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will demonstrate (to the teacher's satisfaction), through roleplaying, a knowledge of five positions in marketing and distribution.
2. The student will correctly label five different types of jobs in marketing and distribution.
3. The student will (verbally or in writing) describe (to the teacher's satisfaction) the jobs of people in marketing and distribution occupations.
4. The student will correctly describe, verbally or in writing, (to the teacher's satisfaction), the concept of supply and demand and its effects on (a) costs and (b) economic choices.
5. The student will correctly describe, verbally or in writing (to the teacher's satisfaction), costs under (a) monopoly and (b) non-monopoly market systems.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Newspaper, brochures, and journals related to marketing and distribution.

Language Arts:

1. The Macmillan English Series (Macmillan) Level 5 - Chapters 4 and 10 -- students should be able to write letters, reports and take notes.
2. Students should be able to use and spell market distribution terminology in writing reports and discussions.

Math:

1. Elementary School Mathematics (Addison-Wesley) Level 5 - Chapter 6 -- averaging, addition, subtraction, multiplication and division of money.
2. Elementary School Mathematics (Addison-Wesley) Level 6 - Chapter 11-- decimals.
3. Students should be able to add, multiply, subtract and divide operations dealing with money and decimals in a marketing situation.

Science:

1. Concepts in Science: Purple, 2nd Edition (Harcourt, Brace and Jovanovich) Level 5 -- Unit 6, pages 258-259.
2. Students should see how computer cooking tends to save time and speed up efficiency in cooking of foods.
3. Students should be able to identify fats, carbohydrates and proteins.
4. Prevention of food spoilage, mold and etc. - Concepts in Science: Purple, 2nd Edition (Harcourt Brace and Jovanovich) Level 5 -- Unit 4, page 149.

Social Studies:

1. Concepts and Values (Harcourt, Brace and Jovanovich) Level 5 -- Unit 4, sections 1-3, pages 186-229 and Unit 3, section 2, page 131.

RESOURCES:

People: Manager, assistant manager of key punch operator; printing processor; photographer; industrial relation manager; advertiser; farmer; deliveryman (milkman); grocery clerks; butcher; stocker; and carry-out producer.

Places: First Federal Savings; City Hall; Thompson Food Basket Store; Backdoor Store; McDonalds; Steak N' Bake; Steak N' Shake; Carson Pirie Scott; Holtz, Fritz and Heinrich Trucking; grocery warehouse; Pepsi Cola Company; Telephone Company.

Things: Films, computer cards, order blanks, sales slips, adding machines, brochures, advertising materials, TV commercials, cash register, product packaging and serving equipment, books on the growth of the McDonalds' industry.

VISIBILITY:

1. Make a marketing and distribution job box.
2. Do a mural of an entire operation from raw materials to consumer.
3. Make a bulletin board display of industries and businesses related to marketing and distribution.
4. The use of math in the operation of measurement.
5. Discussion of franchise and monopoly operation.
6. Letter writing, photographs, and note-taking.

BUSINESS AND OFFICE OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will correctly list at least three ways in which technology is constantly replacing manual occupations.
2. The student will describe, verbally or in writing, (to the teacher's satisfaction) how it is possible for a business to be prosperous at one time and decline at another.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Newspaper, reference books for accounting and business, pamphlets, brochures from banks, advertising material, and textbooks -- Open Highways, (Scott Foresman and Company) Level 5, Section 4, Chapter 6, page 243 and Trails to Treasure, (Ginn) Level 6, Section 3, Chapter 4, page 151 and Section 5, Chapter 5, page 264.

Language Arts:

1. Writing business letters, thank-you letters, punctuation, and spelling. The Macmillan English Series (Macmillan) Level 6, Chapter 4, Section 3, pages 68 and 73.

Math:

1. Percentage, word problems dealing with money, costs of machines and tools, costs of training and education, computing interest from savings deposits and loans, keeping a checkbook (withdrawals and deposits). Elementary School Mathematics (Addison-Wesley) Level 6, Chapter 10, pages 222-223; Chapter 12, pages 281-288 and Chapter 3, pages 40-79.

Social Studies:

1. Show how banking is related to the economy of the community. Make a study by comparison of the rise and fall of major businesses (i.e., Dupont, Caterpillar and Peoria Mallable). The history of banks, types of banks and interdependence of others. Man and Change (Silver-Burdett) Level 5, Unit III, lesson 4, pages 129-132 and Unit IV, sections 1, 2, and 3.

Science:

1. Use of tools for various occupations. Concepts in Science: Purple 2nd Edition (Harcourt, Brace and Jovanovich) Level 6, Unit II, page 47.

E-4

RESOURCES:

People: President and vice-presidents of a bank, operations department, store owners or managers, typist, tellers, clerks, secretaries, computer operators, guards, stenographers, salesman and insurance agents.

Places: Prospect National Bank, First Federal Savings and Loans, Commercial National Bank, Court House, WMBD, School Office, Edward Hines Packing Company, Northern Regional Research Laboratory, WABCO, Bergner's Department Store, and Sears and Roebuck Store.

Things: Stenographer's machine for dictation of court proceedings, office equipment (typewriters, adding machines), bank vaults, money rollers and closers, counting machines, deposit and withdrawal slips, circuit TV, telephones, intercom systems for communication, clocks, films and filmstrips, and newspapers and magazines.

VISIBILITY:

1. Model banks set up in room with weekly deposits, bulletin boards, photographs, fill out application blanks for jobs, and set up posters to advertise jobs.

FINE ARTS AND HUMANITIES OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will make a simple, functional musical instrument.
2. The student will write an acceptable (to the teacher's satisfaction) originial poem.
3. The student will write an acceptable (to the teacher's satisfaction) report on someone in the field of music.
4. The student will identify by name at least three different kinds of music.
5. The student will list at least six occupations connected with musical careers.
6. The student will list at least four requirements for a career in music.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Stories - Trails to Treasure (Ginn) Level 5 "Mozart, the Boy Wonder"
2. Biographies of composers.
3. Choral reading.
4. Study narrative poems.
5. Reading simple music.
6. Brochures and pamphlets.

Language Arts:

1. Macmillan English Series (Macmillan)

	Grade 5	Grade 6
Invitations		
Thank-you notes	Chapter 4	Chapter 4
Poetry as song libretto	Chapter 6	Chapter 6
Spelling		
Vocabulary		
Write poem from song	Chapter 6	Chapter 6
Tell a story to class while music is playing	Chapter 14	Chapter 14

2. Study different interpretations of same song by different artists.
3. Bulletin board.
4. Time-line.

Math:

1. Elementary School Mathematics (Addison-Wesley)

	Grade 5	Grade 6
Fractions	Chapter 8	Chapter 6
Counting and subdividing		
Lengths of notes		
Time signature		
Measures		

Social Studies:

1. See teachers' guides.
2. Trace development of American folktales, songs and heroes.
3. Trace development of music.
4. Study affect of history on music

Science:

1. Sound waves.
2. Vibrations.
3. Pitch.
4. Timbre.
5. Dynamics.

Art:

1. Draw instruments.
2. Make simple instruments.
3. Draw pictorial interpretation of music.
4. Make murals of folk songs.

RESOURCES:

People: Music instructor (instrumental and vocal), department manager from music store, professional musician, music critic, organist, symphony conductor, private music teacher, musical actor or actress, music student, piano tuner, radio music director.

Places: Bradley School of Music, symphony concerts, music stores, churches, park band concerts, school band concerts, musicals, Peoria Players, ballets, Lakeview concerts.

Things: Records, instruments, filmstrips, posters, books, pamphlets, brochures, sheet music, piano, rhythm instruments and films: "Beethovan and His Music" #49, "Sound of an Orchestra" #667, "Symphony Orchestra" #470, "What is American Music" #669, "The Great Waltz" #209.

HEALTH OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will correctly list the medical personnel required by an average family in one year.
2. The student will list at least four basic requirements for the health career of his choice.
3. The student will list the hospital departments he has visited and identify one function of each.
4. The student will list at least three dangers and misuses of drugs.
5. The student will list at least three benefits of drugs.
6. The student will demonstrate(to the teacher's satisfaction) at least one good health, safety and first aid rule.

ACTIVITIES AND CURRICULAR CORRELATION.

Reading:

1. Newspapers, brochures, books, and Encyclopedia.
2. Trails to Treasure (Ginn) Level 5
   - "The Heroes of Yellow Jack"
   - "Balto's Race Against Death"

   Wings to Adventure (Ginn) Level 6
   - "Tomas and the Gringo Doctor"
3. Relevant biographies.

Language Arts:

1. English text-Using Good English-(Macmillan)

	Grade 5	Grade 6
Spelling and vocabulary words	Chapter 8	Chapter 3
Invitations and thank-you notes	Chapter 4	Chapter 4
Creative dramatics	Chapter 14	Chapter 14
Reports	Chapter 10	Chapter 12
Prepare interviewing questions	Chapter 2	Chapter 2
Write paragraph about interview	Chapter 9	Chapter 11
Correct forms of letters	Chapter 4	Chapter 4
Note-taking technique	Chapter 10	Chapter 10
Communication skills-listening and asking questions.	Chapter 2	Chapter 2

2. Construction of a scrapbook.
3. Bulletin boards.

Math:

1. Elementary School Mathematics, (Addison and Wesley)

	Grade 5	Grade 6
Metric system in the medical profession	page 266	page 101
Reading thermometers	page 237	
Averages to determine cost of dosages	Chapter 6	Chapter 3
Graphs and charts	Chapter 14	Chapter 14
Measurements	Chapter 11	Chapter 12
Estimate number of bacteria	Chapter 8	Chapter 4

2. Story problems
3. Scale drawing of hospital floor plan
4. Study pressure reading gauges.

Social Studies:

1. Economics-study of supply and demand as to drugs and drug traffic, salaries of doctors and other in the medical profession.
2. Anthropology-study of ancient types of medicine and medicine men. Primitive drugs. Learning about biological inheritances.
3. Population study-new medicines, etc.
4. Discussion of AMA interest groups.
5. History of the United States medicine.
6. Impact of health services on community.
7. Size and variety of health facilities in a large community.
8. Discussion and comparison of medical techniques and health in other countries and the United States.
9. Information may be used for these topics in the social studies text-Man and Society (Silver Burdette)-Teachers Manual-Level 5, page 24 and in the Man and Change (Silver Burdette)-Teachers Manual-Level 6, page 28.

Science:

1. Concepts in Science-Purple and Brown-2nd Edition (Harcourt, Brace and Jovanovich)

	Grade 5	Grade 6
Cell development in organisms	Unit 4	Unit 8
Study of body systems and structures	Unit 5	
Micro-organisms	Unit 4	Unit 3
Antiseptics	Unit 4	Unit 3
Learn to determine own respiration rate	Unit 5	
Necessity of proper diet	Unit 6	
Learn to take pulse	Unit 5	

2. Technology of medicine
3. Effects of surgery on the body
4. Blood testing for blood types

Art:

1. Draw pictures showing career visits.
2. Murals depicting medical history.
3. Collages

Other:

1. Discussion on nation's high health standards.

RESOURCES

People: Registered nurse, doctor, nurse anesthetist, pharmacist, rescue squad workers, public health nurse, orthodontist, optometrist, lab technician, director and staff of TB sanitorium, student nurse, dental hygienist, medical illustrator hospital staff and unskilled workers, hospital public relations director, school health nurse, medical student, hospital business office manager, doctor's secretary, surgical nurse, home care nurse, nursing home personnel, floor nurses, ambulance driver, hospital administrator.

Places: Hospitals(Proctor, Methodist, and St. Francis), drug store, pharmacy, Illinois Valley Respiratory Disease Association, Peoria School of Medicine, City Health Department, red cross offices, Buehler Home, doctor's offices, Fireside Home, Zellar Zone Center, veterinarian offices, ambulance company, medical supply offices.

Things: Uniforms, science fair projects, tools and instrument, books, pacemaker for heart, pictures, graphs and diagrams, laboratory kit, microscopes, doctor and nurses' kits, x-ray screen, x-rays, shielded apron, home first aid kit, literature on drugs; heart; and alcohol, Lakeview Loan Materials (Health and the Human Body-various models of anatomy are available to view and study.) Films: "Drugs and the Nervous System"-#717, "Alcohol is Dynamite"-#98, "Community Health and You"-#111, "The Hurdler-Plasma" #957, "Your Friend the Doctor"-#624.

CONSTRUCTION OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. At the completion of this unit the student will write an invitation and a thank-you letter.
2. The student will alphabetize, define , and spell three new words used in letters and reports.
3. The student will compute the area of rectangles after completion of the unit.
4. After working on this unit the student will solve problems and find perimeter of polygons.
5. The student will verbally or in writing describe the purposes for insulating homes.
6. The student will verbally or in writing make an acceptable comparative analysis of the effectiveness of different insulating materials.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Trails to Treasure, (Ginn) Level 5-page 48
2. Newspapers-ads for homes.
3. Magazines-pictures of houses and interior decoration.
4. Brochures about construction or materials.
5. Vocabulary-names of tools and terms used by workers.

Language Arts:

1. Spelling-words needed to do written work related to the unit.
2. The Macmillan English Series(Macmillan) Level 5 and 6. Chapter 4 in both 5th and 6th grade textbook and Chapter 9 in 5th and Chapter 11 in 6th.
3. Write invitations asking people to come to room for interviews.
4. Write thank-you letters to people who helped in the unit.
5. Paragraph writing.

Math:

1. Elementary School Mathematics, (Addison and Wesley), Level 5, Chapters 5 and 6
2. Find perimeter of lot, each room and house.
3. Find area of lot and rooms.
4. Elementary School Mathematics, (Addison and Wesley), Level 5 and 6 Chapter 4-used to estimate cost of house , also wages of workers.
5. Elementary School Mathematics, (Addison and Wesley), Level 5, Chapter 8, 9 and 10-rational numbers and decimals, fractions.
6. Elementary School Mathematics, (Addison and Wesley), Level 6, Chapter 6, 7, 8, 10 and 11. -fractions, rational numbers and decimals.

Social Studies:

1. Man and Society(Silver Burdette), Level 5, Chapters 2, 8, 14, 15.
2. Man and Change(Silver Burdette), Level 6, Chapters 7, 5.
3. Learn why different materials and styles of homes are in different locations.

Science:

1. Concepts in Science-Purple, (Harcourt, Brace and Jovanovich) Level 5, Chapters 1, 4, 6.
2. Concepts in Science-Brown, (Harcourt, Brace and Jovanovich) Level 6, Chapters 2, 4.
3. Study about selecting right site for house-rock base.
4. Study plants in relation to building materials.
5. Do library research to learn about heating and insulation.

RESOURCES

People: Contractor, architect, carpenter, plumber, electrician, bricklayer, painter, interior decorator.
Places: Building materials company, construction company, building sites.
Things: Blueprints, samples of building materials, tools used, yard stick or tape measure, brochures from materials and construction company.

VISIBILITY

1. Make floor plan and list materials needed to build a dream house.
2. Bring to class a list of materials used in their own homes.
3. Make a bulletin board showing picture of various types of homes.
4. Make a dictionary of building construction terms.

MARINE SCIENCE OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will correctly define at least 12 terms relevant to oceanography.
2. The student will list five qualifications needed for career in marine science.
3. The student will list four occupations connected with oceanography.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Marine magazines.
2. Tropical fish journal.
3. Brochures, books and pamphlets having to do with marine science.
4. Trails to Treasure (Ginn) Level 5
   "The Fishing Trip"
   "Gloucester Boy"
5. Wings to Adventure (Ginn) Level 6
   "The Kingdom of the Tides"
   "Two Against the Sea"

Language Arts:

1. The Macmillan English Series (Macmillan)

	Grade 5	Grade 6
Interview procedure	Chapter 2	Chapter 2
Thank-you notes	Chapter 4	Chapter 4
Invitations	Chapter 4	Chapter 4
Letters	Chapter 4	Chapter 4
Roleplaying	Chapter 14	Chapter 14
Reports	Chapter 10	Chapter 12

2. New vocabulary words
3. Spelling of new words

Math:

1. Elementary School Mathematics (Addison-Wesley)

	Grade 5	Grade 6
Measurement - example: convert fathoms to feet, miles, etc.; knots to mph.	Chapter 5	Chapter 11

Social Studies:

1. Man and Society (Silver Burdett) and Man and Change (Silver Burdett) - see chart in front of teachers' manual. (5th grade pages T24-T48, 6th grade pages T28-T48).
2. Study of geographical terms connected with oceanography.

3. Study ecology as applied to oceanography.
4. Discuss the history of the ocean floor.
5. Create a physical map of the ocean floor.
6. Study maps of the ocean - example: ocean floor, currents, depths, temperatures, etc.

Science:

1. Timeline - how the sea has changed (sea coasts, etc.).
2. Studying charts of marine temperature, ocean currents, and wind currents.
3. Marine biology.
4. Microbiology.
5. Collect sea shells and sea life.
6. Study scuba diving equipment - how it works, why pressure is important, etc.
7. Ecology - is it important in the ocean?
8. Study environment of fish at different levels.
9. Study estivation.
10. Study salt factor in ocean.

Art:

1. Collages - pictures cut out of magazines having to do with marine life, etc.
2. Murals depicting marine life.
3. Sand painting.
4. Salt and flour relief map of ocean floor.
5. Sea scape dones on finger paint.
6. Craft work using items related to the ocean (example: shells, driftwood, sand, plants, barnacles, etc).

Music:

1. Songs related to the ocean.
   "Anchors Aweigh"
   "Blow the Man Down"
   "By the Sea"
   "Asleep in the Deep"
   "Row, Row, Row Your Boat"
   "Down by the Riverside"
   "The Sea, The Sea, the Beautiful Sea"

RESOURCES:

People: Oceanagrapher, coast guard personnel. marine biologist, scuba diver, commercial fisherman, microbiologist, marine botonist, marine naturalist, state river conservationist.

Places: Coast Guard (East Peoria), aquariums, Glen Oak Zoo, tropical fish store, Dixons - fish hatchery and store.

Things: Introduction to Oceanography (Kit with study prints, cassettes, and teacher's guide available through Instructional Materials Center), School Loan Program -- Lakeview #18-1 Ocean Features Model, 18-0 Man and the Ocean, 18-2 Oceanography Study Prints, 18-3 Shell Cases, 18-4 Marine Life Case, 50-0 Tree of Life (ocean life), scuba equipment, TV specials (Jacques Cousteau), District 150 films - "Beach and Sea Animals" #40, "First Many Celled Animals - The Sponges" #657, "Challenges of the Oceans" #649.

HOSPITALITY AND RECREATION

BEHAVIORAL OBJECTIVES

1. The student will list at least three career opportunities afforded by the park district.
2. The student will list at least three job responsibilities necessary for efficient functioning of the various recreational and educational programs.

ACTIVITIES AND CURRICULAR CORRELATION

Science:

1. Concepts in Science-Purple, (Harcourt, Brace and Jovanovich) Level 5 Chapters, 6, 7 and 17.
2. Concepts in Science-Brown, (Harcourt, Brace and Jovanovich) Level 6 Chapter 8.
3. The student will collect leaves and classify them.
4. On a field trip, the student will collect insects and classify them.
5. The student will take care of a small animal in the classroom.
6. The student will make a mock collection.
7. The student will assemble a display of pressed flowers, labeling and describing the life cycle of each.
8. The student will demonstrate an understanding of ecology and will list ways to avoid pollution.
9. The student will be able to describe the primary responsibilities of the park supervisor and other park employees.

Math:

1. Elementary School Mathematics, (Addison and Wesley) Level 5-Chapter 6.
2. Elementary School Mathematics, (Addison and Wesley) Level 6-Chapters 9 & 14.
3. The student will draw a scale model of a park.
4. The student will demonstrate his understanding of distances by preparing story problems relating to traveling time from school to park, and by different means of transportation.
5. The student will make a graph to illustrate ranges of salary amoung various park employees.
6. The student will describe educational requirements for various park employees.
7. The student will compute cost of maintaining small animal and chart daily nutritional requirements for the growth of the animal.

Language Arts:

1. The Macmillan English Series(Macmillan) Level 5-Chapters 2, 4, 6, 9, 10, 13, and 14.
2. The Macmillan English Series(Macmillan) Level 6-Chapters 2, 4, 6, 8, 11, 12, 14, and 15.
3. The student will develop interviewing skills by roleplaying and interviewing each other.
4. The student will develop letter writing techniques by writing thank-you and invitational letters.

5. The student will create original ideas through poetry.
6. After a field trip a student will construct a paragraph containing newly learned information.
7. The student will research and give an oral report concerning opportunities in the park-related field.
8. The student will compile a list of relevant words from their notes using the dictionary to define words that are new to them.
9. The student will write stories about the animals in a zoo.
10. A list of job opportunities will be compiled by using research material in the library.

Spelling:

1. Included in the lists of both spelling texts, words relevant to this unit may be located.
2. The student will compile a list of words from this study of recreation and hospitality careers and will write, divide into syllables and use each one correctly in a sentence.

Reading:

1. Trails to Treasure, (Ginn) Level 5-"Roundabout North America"-page 176-240.
2. Trails to Treasure, (Ginn) Level 6-"Adventures with Animals"-page 320-378.
3. The student will locate a story, through the use of the library card catalogue, about an animal that would be found in a recreational area in his geographic location and report orally to the class.

Social Studies:

1. Man and Society, (Silver Burdette) Level 5-Chapter 7.
2. Man and Change, (Silver Burdette) Level 6-Chapters 2, 6, 7, 8, 13, 15 and 16. Map skills-page 464.
3. The student will make two maps, one of the school neighborhood and one of a recreation facility using proper map symbols.
4. The student will write rules for a new recreation area so as to respect the rights of all individuals and to protect the natural resources of the facility.
5. The student will construct a bulletin board display for the school illustrating recreational opportunities in the area.
6. The student will be able to identify animals that are indigenous to the countries studied.

Art:

1. The student will design a recreational area for his city using multi-media material.
2. The student will mold clay animals.
3. The student will draw pictures of different animals in their habitat.
4. The student will draw posters illustrating littering and pollution.

Music:

1. The child will be able , through the tape recorded sounds, to identify 15 different birds, animals , and people at work.
2. The student will compose a song pertaining to his individual recreational interest.

Health and Safety:

1. "I Am Not Alone"-filmstrip material.
2. The student will compare the regulations of the local hospitality and recreation facilities and assemble a guide booklet for use of visitors.

RESOURCES:

People: Park supervisors, office workers, recreation leaders, naturalist, guides, horticulturist, park maintenance crews, park board members, pool managers and instructors, tennis and baseball directors.

Places: Glen Oak Park Conservatory, Glen Oak Park, Glen Oak Park Zoo, Central Park Pool, Lakeview Center, Logan Park, Bradley Park, Detweiller Park, golf course.

Things: Films and filmstrips: "Things to Do When You Visit the Zoo"-# 790

Library books: Plant and Animal Partnership, Parker, B. M.
Luther Burbank, Plant Magician, Beatty, John Y.
Plant Factories, Parker, B. M.

All fifth and sixth grade textbooks, school loan materials(Lakeview Center: seeds, plants, soil testing kits, books for mounting collections, periodicals, newspaper, small animal and cage for classroom.)

PUBLIC SERVICES

BEHAVIORAL OBJECTIVES

1. Upon completing this unit the student will list 5 duties of public servants.
2. The student will write a report (to the teacher's satisfaction) on public service careers.
3. The student will orally read and explain (to the teacher's satisfaction) a pie graph of the distribution of tax monies.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Supplementary text related to particular occupation chosen by pupils.
   Wings to Adventure (Ginn) Level 6-page 332-"Beavers to the Rescue"
   Trails to Treasure(Ginn) Level 5-page 76-"Mel's Magic Brain Machine"
   page 264-"A Famous Ride"
   page 328-"William Tell"
   page 309-"Robin Hood and the Sheriff"
   page 175-"Putting Into"
   page 321-"The Bell of Atri"
   Open Highways(Scott Foresman)Level 5.
   page 348-"Medals for the Brave"
   page 352-"Match Box Fleet"
   page 339-"Don't Look a Gift Horse in the Mouth"

Language Arts:

1. Outlining, Chapter 10 of Level 5 and Chapter 12 of Level 6 in The Macmillan English Series, (Macmillan)
2. Oral and written reports, Chapter 10 of Level 5 and Chapter 12 of Level 6 in The Macmillan English Series, (Macmillan)
3. Dictionary skills-Chapter 13 of Level 5 and Chapter 15 of Level 6 in The MacMillan English Series, (Macmillan)
4. Spelling words related to jobs.
5. Roleplaying in all areas.

Math: Elementary School Mathematics, (Addison-Wesley)

1. Computation of salaries, taxes, etc. (Chapter 6 for Level 5, and Chapter 3 for Level 6.)
2. Percentages (Chapter 12 for Level 6.)

Social Studies:

1. Man and Society(Silver Burdett) Level 5-chapters 7-13.
2. Man and Change, (Silver Burdett) Level 6-chapters 8-11.

Science:

1. Concepts in Science-Purple, 2nd Edition, (Harcourt, Brace and Jovanovich) Level 5-chapters 4-6 and Level 6-chapters 8 and 3.

RESOURCES

People: National Guard, city administration, Armed forces, public officer, attorney, fireman, school workers, postal workers, social workers, librarians, nutritionist, public relations people.

Places: Fire department, post office, police department, reserved centers for Armed Forces, public health department, City Hall, Court House, churches.

Things: Forms used in occupations, equipment used in related occupations, films, filmstrips, supplementary books, brochures.

VISIBILITY

1. Become proficient in writing reports and outlines.
2. A mural depicting community workers.
3. Construct a tax wheel showing distribution of tax dollars.
4. A study of origin of public servants.

AGRI-BUSINESS AND NATURAL RESOURCES

BEHAVIORAL OBJECTIVES

1. The student will, after identifying one farm and natural resource problem, state verbally or in writing, at least one possible solution(to the teacher's satisfaction).
2. The student will, without encouragement, select at least one book from the library on farm and resource-related subjects.
3. *The student will, from a list of ____ words identify correctly 70% of the new vocabulary terms related to agri-business and natural resources.
4. The student will (to the teacher's satisfaction) demonstrate the correct use of punctuation and form on written book reports.
5. The student will write from memory the main interviewing and reporting techniques.
6. The student will demonstrate the proper use of the dictionary in looking up definitions of new vocabulary words.
7. The student will correctly compute 70% of the agri-business and resources math problems assigned each day. These will be in the areas mentioned.
8. The student will correctly describe how supply and demand has affected agri-business and the use of natural resources.
9. Given a specific crop sample, the student will correctly (to the teacher's satisfaction) describe how soil and climate in different regions have affected it.
10. The student will identify five different crops with different regions on a map of of the United States.
11. The student will correctly list the steps of the scientific method.
12. The student will list at least ten natural resources in the local area(a radius of 50 miles.)

*(teacher may assign a number)

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Newspapers and journal accounts.
2. Weather reports.
3. Library books.
4. Farm bureau reports.
5. Pamphlets.
6. Scholastic Magazine, May 1973.
7. Reference and textbooks (Encyclopedia).
8. Concepts in Science-Purple, (Harcourt, Brace and Jovanovich) 2nd Edition, Level 5-Chapters 1 and 6.
9. U.S. and Canada(old), (Ginn) Level 5.
10. Concepts in Science-Brown, (Harcourt, Brace and Jovanovich) 2nd Edition, Level 6-Chapters 1 and 8.
11. Wings to Adventure, (Ginn)Level 6-reading section -Pages 132-182.
12. Trails to Treasure, (Ginn)Level 5-pages 36, 97, 199, 242, 253, 275, 460, 473.

Language Arts:

1. Spelling words.
2. Thank-you notes.
3. Reports written and oral-The Macmillan English Series, (Macmillan) Level 5 Chapter 10 and Level 6-Chapter 12.
4. Interview of farms.
5. Letters of inquiry and invitation-The Macmillan English Series, (Macmillan), Level 5 and 6-Chapter 4.
6. Comparison paragraphs.
7. Farm poems (Frost, Longfellow, Whitter).
8. Creative writing-poetry and prose.
9. The Macmillan English Series, (Macmillan)

	Level 5	Level 6
Punctuation and capitalization	Chapter 11	Chapter 13
Understanding and using sentences	Chapter 1	Chapter 1
Writing good paragraphs	Chapter 9	Chapter 11
Using the dictionary	Chapter 13	Chapter 15
Capitalization and punctuation	Chapter 11	Chapter 13
Oral and written reports	Chapter 10	Chapter 12
Writing good letters	Chapter 4	Chapter 4

Math:

1. Profit-addition, subtraction, multiplication and division.
2. Elementary School Mathematics, (Addison-Wesley)

	Level 5	Level 6
Cost and repair of machinery	Pages 154-155	
Story problems and estimating	Chapter 4	Chapter 3
Finding areas	Chapter 5	Chapter 5
Decimals	Chapter 11	Chapter 10
Time Rate Distance	Page 137	Chapter 3

Social Studies:

1. History of the United States farming.
2. U.S. and Canada(old geography text) by Ginn.
3. Map and region study.
4. The Social Sciences-Concepts and Values(Harcourt, Brace and Jovanovich) Level 6.
   Unit 2-pages 50-59 and 85-90
   Unit 4-Economics and Use of Resources.
   pages 217-220-Economics:Supply and Demand.
   pages 225-227
   pages 239-248-Changing Economics.
5. The Man in Society(Silver Burdette) Level 5
   Unit 1-page 3-"The Meaning of Culture".
   pages 142-144
   pages 162-166
   pages 192-197(Unit 10)

Science:

Concepts in Science(Harcourt, Brace and Jovanovich) Level 5.
Chapter 1, pages 1-50(erosion and soil types)
Chapter 6, pages 226-265(green cells)

Concepts in Science, (Harcourt, Brace and Jovanovich) Level 6
Chapter 1- pages 3-47(agri-labs)
Chapter 8-pages 325-336 (plant genetics)
Science investigation-pages 415-420(weather and water cycle, study of seeds, parts of plants, and plant cells).

Other:

1. Have sheep shearing demonstration. (Peoria Farm Bureau)
2. Do murals.

RESOURCES

People: Farmers and wives, food handlers, machine manufacturers and dealers, grain broker, Peoria County Farm Bureau director and employees, farm management service workers, grain samplers, future farmers, stockyard worker, instructors in agri-business or resources.

Places: Farms(dairy, corn, soybean, hog, livestock), stockyards, packing plant, Farm Bureau, Dieken Farm Management and Appraisal Service, seed and farm supply stores, machine manufacturers and dealer outlets, U.S. Department of Agriculture(Northern Regional Lab).

Things: Collections of grain samples, pamphlets, farm equipment pictures and slides, farm animals, newspapers and magazines, field trips, reference books and textbooks(Encyclopedia), bulletin board displays (art murals), records and songs, transparencies, library books, maps.

Films: (From District 150-Audio-Visual Department)

114	Corn Farmers
485	Truck Farm
522	Wheat Farmers
582	Cave Dwellers of the Old Stone Age
851	China and Its Agriculture
5033	Japanese Boy "The Story of Tara"
128	Life in Ancient Greece
556	Primitive Man in a Modern World
5038	Appalachia
5061	The Rise of Labor
315	Mexico-Economy in Transition
914	Our Productive Resources
915	We Make Choices
38	Autumn on the Farm
242	How We Got Our Power
382	Plant Life at Work
285	Life of a Plant
420	Seed Dispersal
82	Flower Structure and Function
185	Flowers at Work
698	Angiosperms-Flowering Plants
506	Laws of Heredity
33	Arteries of Life
421	How Does a Garden Grow

VISIBILITY

1. Farm mural.
2. Bulletin board displays.
3. Written reports.
4. Model farm drawings.
5. Skit on farms-life(roles).
6. Clay models of animals.
7. Diarama of farm.
8. Display of collected farm products.
9. Creative theme on which farm job they would like.
10. Reports comparing urban and rural areas.
11. Vocabulary lists(test on).

ENVIRONMENTAL OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will list five environmental problems created by industry, man's progress and individuals, and become aware of their own role in creating the problems and the need for solving them.
2. The student will correctly identify and pronounce 7 out of 10 new terms that were introduced by the unit.
3. After reading a short story related to environmental occupations, the student will write an acceptable (to the teacher's satisfaction report on the story discussing its major elements.
4. The student will correctly spell 7 out of 10 new terms which were introduced by the unit. They must write a thank-you letter in good form.
5. The student will figure costs (within a 10% error tolerance) of the instruments and equipment used by career interviewees.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Use newspapers and journals.
2. Weather reports.
3. Pamphlets.
4. Reference and textbooks.
5. Library books.
6. Encyclopedias.
7. Concepts in Science: Purple 2nd Edition (Harcourt, Brace and Jovanovich) Level 5 - pages 190-192, 257-261, 237-242, and 317-330.
8. Concepts in Science: Brown 2nd Edition (Harcourt, Brace and Jovanovich) Level 6 - Unit 5-engines as related to environment, Unit 7-atomic energy, Unit 3-concepts and tools for longer life.
9. Trails to Treasure (Ginn) Level 5
   "How to Tell the Wild Animals" - page 56
   "Wildlife Poems" - page 296
   "Hiawatha" - page 348
   "Fishing Trip" - page 10
   "The Little Park" - page 48
   "Saving the 559" - page 199
10. Wings to Adventure (Ginn) Level 6
   Wildlife - pages 52, 71, 114, 132, 143, 156 and 179.
   Science - pages 262-315
   Animals - pages 320-406

Language Arts:

1. Spelling words (vocabulary).

2. Letters of inquiry, invitation, and thank-you. The Macmillan English Series (Macmillan) Level 5, Chapter 4 and Level 6, Chapter 4.
3. Writing good paragraphs. The Macmillan English Series (Macmillan) Level 5, Chapter 9.
4. Reports, oral and written. The Macmillan English Series (Macmillan) Level 5, Chapter 10 and Level 6, Chapter 12.
5. Punctuation and capitalization. The Macmillan English Series (Macmillan) Level 5, Chapter 11 and Level 6, Chapter 13.
6. Dictionary skills. The Macmillan English Series (Macmillan) Level 5, Chapter 13 and Level 6, Chapter 15.
7. Creative writing, poetry and prose.
8. Interviews (techniques)-writing of questions and reports.
9. Research reports.
10. Science notebooks.

Math:

1. Add and subtract, multiply and divide to figure cost of equipment, instruments, etc.
2. Measuring land for study.
3. Cost of pollution to taxpayer.
4. Finding areas. Elementary School Mathematics (Addison-Wesley) Level 5, Chapter 5 and Level 6, Chapter 5.
5. Averaging (climate)-Elementary School Mathematics (Addison-Wesley) Level 6, Chapter 3, and Level 5, page 126.
6. Graphing and number line- Elementary School Mathematics (Addison-Wesley) Level 5, Chapter 14 and Level 6, Chapter 14.
7. Use decibel meter to measure noise levels.

Social Studies:

1. Social Sciences-Concepts and Values: Purple (Harcourt, Brace and Jovanovich) Level 5, pages 190-192, 257-261, 317-330. 237-242 and Level 6, Unit 1,3,5, and 7.
2. Scientific magazines and journals.
3. Measuring of noise pollution in decibels.
4. Outdoor classrooms (nature study).
5. Reports and drawings, making up science notebooks.
6. Evaluate class through tests on films viewed, interviews, books read, vocabulary and spelling test on terms and words learned.
7. Evidence of better public relations between school and community (more parent participation).
8. Posters (anti-pollution) for halls of school.
9. Plan a model city.
10. Research papers.
11. Collection of litter on playground and immediate area around school.
12. Collection and listing of re-cycable items.
13. Experiments on soil, water and air for levels of pollution.
14. Follow and clip articles in newspapers on local problems (Peoria Journal Star, Tom Edwards).
15. Study of scientific equipment used by interviewees.

RESOURCES:

People: Naturalists (nature center), conservationists, wildlife biologists (State Department of Conservation), noise controller (mechanical engineer), sanitation men (National Disposal Company - garbage men), urban and suburban planners, members of Sierra Club, Department of Public Works, (water and sanitation), local recycling groups, forest rangers, park department (local and state), Audubon Society, custodians, Peoria Junior Academy of Science (Lakeview), horticulturists, fish and game wardens, physical scientists (surveyors), geologists, atomic energy technicians, meteorologists, chemist, chemical engineers, metalurgists, petroleum engineers, electrical engineers, bacteriologists, civil engineers, pharmacists, botanists, taxidermists, architects, maintenance men, editors on environmental problems (newspapers and magazines), home economists, state and federal environmental agencies.

Places: Forest Park Nature Center, Lakeview Center, Central Illinois Light Company, Caterpillar Tractor Company (engine plant), Peoria Park District, state parks, Northern Regional Research Lab, National Disposal, WABCO, Water Works (filtration plant), local nurseries, weather bureau, drug stores (pharmacies), soil conservation departments, lumberyard, lumber mills, Department of Consumer Education, Allied Mills, National By-Products, National Renders Association.

Things: Nature exhibits, Lakeview School Loan, filmstrips, equipment and dress (uniforms) used by interviewees, posters and charts, bulletin boards, newspapers and magazines.

Films: District #150 Audio-Visual Department

#19	Ancient World Inheritance
#556	Primitive Man in a Modern World
#573	Debt to the Past
#5032	The Industrial Worker
#315	Mexico-Economy in Transition
#914	Our Productive Resources
#915	We Make Choices
#36	Audubon and the Birds
#916	Adaptation for Survival
#5031	How a Scientist Works
#242	How We Get Our Power
#858	Energy and Work
#943	Energy Crisis
#776	How an Electric Motor Works
#153	Electrons
#251	Waves and Energy
#920	Problems of Conservation
#97	Atomic Radiation
#35	Atomic Energy
#857	Electrons at Work
#382	Plant Life at Work
#285	Life of a Plant

Filmstrips and records:

"Energy Sources" - 8 filmstrips and records - BFA Education Media		
"Open Your Eyes" Series	a.	air, soil and water
	b.	primitive plants
	c.	wildflowers
	d.	trees and shrubs
"Water for Tomorrow"	a.	Too Much, Too Little, Too Polluted
	b.	Water - Man and Nature

VISIBILITY:

1. Bulletin boards - photographs with written comments on them.
2. Murals.
3. Collages (beauty and pollution)
4. Collect and save old jars and make candle holders for gifts.
5. For open-house parents sign conservation pledge instead of guest registry.
6. Scrapbook of newspaper articles on pollution.
7. Write and produce a play on pollution control.
8. Organize activities for earth week such as: litter collection, tree planting, etc.

CONSERVATION PLEDGE:

"I give my pledge as an American to save and faithfully to defend from waste the natural resources of my country - its air, soil and minerals, its forests, waters, and wildlife."

TRANSPORTATION OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. *Given a diagram of an engine, the student will correctly label the various parts.
2. Given a map and computational aids, the student will trace a driver's route from two cities, compute mileage, length of trip(time) , and costs.
3. Given a time-line, the student will point out major events in the history of transportation.

*(teacher may specify parts of the engine to be labeled.)

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Stories related to transportation occupations:
   Trails to Treasure(Ginn) Level 5
   "The Fishing Trip"-page 10
   "Amelia Earhart"-page 126
   "Henry Can Fix It"-page 151
   "Saving the 559"-page 189
   "Faster Than Sound"-page 394
   "The Railroad Cars Are Coming"-poem-page 274
   "Gloucester Boy"-page 224
   Open Highways, (Scott, Foresman) Level 5
   "Pocket Full of Pride"-page 270
   "The Dangerous Days of Railroading"-page 287
   "Broken Lantern"-page 283
   "Sleds, Sleds! "-page 427
   "Walk Like a Pioneer"-page 184
   "Garrett Morgan, Man of Ideas"-page 131
   Wings to Adventure, (Ginn) Level 6
   "Inside a Thunderhead"-page 294
   "Station in Space"-page 306
   Also supplementary books and materials related to these occupations.

Language Arts:

1. The Macmillan English Series, (Macmillan) Level 5
   Chapter 4-Writing invitations and thank-you letters.
   Chapter 9-Writing paragraphs.
   Chapter 10-Interviewing.
   The Macmillan English Series, (Macmillan) Level 6
   Chapter 4-Writing invitations and thank-you letters.
   Chapter 11-Writing paragraphs.
   Select words from spelling text related to these occupations.

Math:

1. Elementary School Mathematics, (Addison Wesley)
   Distance, rate, and time- Level 5-Chapter 6, page 137
   Distance, rate, and time- Level 6-Chapter 3
   These chapters will help students in computation of costs, salaries, miles per gallon, etc.

Social Studies:

1. *Man and Society,* (Silver-Burdett) Level 5
   Map reading
   Graphs of trips (comparing time, distance and rate.)
   Chapter 9-Growth of Cities, 1800-1900
   Chapter 16-The U.S. Becomes and Industrial Nation.
   Man and Change, (Silver-Burdette) Level 6
   Chapter 2-Words, places, and time.
   Chapter 7-How Technology Affects Man.

RESOURCES

People: Drivers(bus, truck, cab, etc.), pilots (air and river), mechanics, dispatchers, travel agents, conductors (train), engineers (train), gas station attendants.

Places: Airport, gas station, travel bureau, mechanics shop, bus station, train station, truck terminal, barge terminal.

Things: Engine parts, mechanic's tools, schedules, maps, transportation brochures, filmstrips, film, supplementary books.

VISIBILITY

1. Bulletin boards on transportation.
2. Design a car of the future.
3. Make time-line of history of transportation.

COMMUNICATION OCCUPATIONS

BEHAVIORAL OBJECTIVES

1. The student will list at least four occupations for each of the following media: TV, newspaper, radio.
2. The student will list at least five qualifications for the career in which he has expressed the greatest interest.
3. Given a student developed list of vocabulary word related to careers, the student will correctly define ten words.

ACTIVITIES AND CURRICULAR CORRELATION

Reading:

1. Compare news.
2. Compare newspapers and magazines.
3. Read newspapers, books, pamphlets and brochures.
4. Vocabulary of communication terms.
5. Proofreading material.
6. Word hunt games.
7. Pleasure reading.
8. Foreign newspapers.
9. Analyze commercials.
10. Book reports.
11. Taping scripts.
12. Relevant biographies.
13. Trails to Treasure (Ginn) Level 5 - "Saving the 559" and "Famous Ride".

Math:

1. Elementary School Mathematics (Addison-Wesley)

	Grade 5	Grade 6
Compute operating expenses	Chapter 6	Chapter 3
Compute cost of machines	Chapter 6	Chapter 3
Compare costs of color vs black and white material	Chapter 6	Chapter 3
Timing program and presentation	Chapter 15	Pages 90-91
Study stock market pages	Chapter 11	Chapter 10
Graph gain and loss of stocks	Chapter 14	Chapter 14
Compare grocery prices	Chapter 6	Chapter 3
Fractions and percentages	Chapter 8	Chapter 6
Study of survey results	Chapter 14	Chapter 14

2. Salaries of employees.
3. Price of newspapers.
4. Work out sports statistics

Language Arts:

1. The Macmillan English Series (Macmillan)

	Grade 5	Grade 6
Interviews		
Writing reports, paragraphs, reviews, commercials, and editorials	Chapter 9, 10	Chapter 12
Writing letters of invitation	Chapter 4	Chapter 4
Writing thank-you letters	Chapter 4	Chapter 4
Roleplaying - disc jockey, reporter	Chapter 14	Chapter 14
Quotation marks	Chapter 11	Chapter 13
Finding parts of speech in newspaper articles	Chapters 3, 5, 7	Chapter 5, 7
Checking for errors in newspapers (punctuation, capitals, etc.)	Chapter 11	Chapter 13
How to use an index	Chapter 12	Chapter 8
Creative writing - themes, writing commercials, press releases, sport stories	Chapter 10	Chapter 12
Taking notes	Chapter 10	Chapter 12
Oral reports	Chapter 10	Chapter 12
How to use the telephone and telephone book	Chapter 2	Chapter 2
Vocabulary		

Social Studies:

1. Reports on past history of TV, newspaper, radio and other forms of communication.
2. Study of current events.
3. Propaganda - study use in advertising.
4. Political writers - covering national, state and local elections.
5. Discussion of why a news story is placed on the front page.
6. Map studies of world and national news stories.
7. Survey conducted on one favorite TV show by category.

For information see Man and Society (Silver Burdett) Level 5, TM, page 25 and Man and Change (Silver Burdett) Level 6, TM, page 28

Science:

Science text - Concepts in Science (Harcourt, Brace and Jovanovich)
Brown - Level 5 and Purple - Level 6

1. Research techniques of photography.
2. Study equipment for broadcasting - TV and radio.
3. Study machinery used in printing magazines and newspapers.
4. Study weather charts.
5. Follow recent scientific news story in all media (example: Skylab).
6. Mechanics of recycling paper.

7. How sound in produced and transmitted (Level 5 - Unit 7 and Level 6 - Unit 6).
8. How light is produced and transmitted (Level 5 - Unit 7 and Level 6 - Unit 6).

Art:

1. Make props for a TV show.
2. Collect artistic photography.
3. Draw pictures.
4. Illustrate written commercials.
5. Make layouts for advertising.
6. Develop "talking" bulletin board.
7. Study use of colors on TV.
8. Make murals.

Music:

1. Sing commercial
2. Make up commercial jingles and songs.

RESOURCES:

People: Newspaper photographers, TV weatherman and newscaster, printers, post office employees, newspaper employees, writers, production managers, secretaries, lighting directors, time salesman, TV sportscasters, directors of TV stations, telephone services director, telephone operators, disc jockeys, commercial actors, engineers, receptionists, lineman, propmen.

Places: Peoria Journal Star, WEEK, WMBD, WRAU, WIRL, WTVP, Cable TV Bradley University, Wayne Printing Company, Illinois Bell Telephone, Observer.

Things: Posters, photographs, wire photos, thank-you letters, newspaper, periodicals, pamphlets, TV, radio, scripts, layouts, cue cards, record players and records, props, TV guides, operator head sets, communication equipment, TV cameras, tapes and tape recorders, lead plates, maps, press releases, teletype copy, art type, books, microphones, costumes, films: (Available from Peoria Journal Star "Newspaper in America," "Newspaper Serves It's Community," "Newspapers,") "Community Television"- #198, "Your Communication Skills: The Exchange of Ideas" - #839, "Your Communication Skills: Listening" - #840, "Development of Communication" - #136.

BEST COPY AVAILABLE

BIBLIOGRAPHY

Grade 7

Discovering Literature (Houghton, Mifflin)

Open Highways - Book 7 (Scott, Foresman)

Modern English in Action (D.C. Heath)

School Mathematics, Book 1- 2nd Edition (Addison-Wesley Publishing Co.)

Principles of Science, Book 1 (Charles E. Merrill Publishing Company)

Grade 8

Exploring Literature (Houghton, Mifflin)

Open Highways, Book 8 (Scott, Foresman)

Modern English in Action (D.C. Heath)

School Mathematics II, 2nd Edition (Addison-Wesley Publishing Company)

Principles of Science, Book 2 (Charles E. Merrill Publishing Company)

MATH

The check list form was devised for easy reference use by the classroom teacher.

General topics were obtained from the telephone book. Many subtopics will be obvious to the teacher who refers to the yellow pages.

As a subject area is being studied, the teacher will be able to quickly and easily see basic resource groups which can be used to help determine that area's relevance in the world of work.

MATH IN THE WORLD OF WORK

PEOPLE:	Number Theory	Other Number Bases	Whole Numbers	Problem Solving	Fractions	Decimals -- Other Than Money	Ratio and Proportion	Per cent	Integers	Weights and Measure	Geometry
Accountants and bookkeepers	It is assumed that all persons would be somewhat knowledgeable in basic number theory		It is assumed that all persons would use basic computation of whole numbers	X	X	X	X	X	X		
Adding and calculating machine suppliers						X		X			
Advertising agent				X	X	X	X	X			X
Air conditioner specialist				X	X	X	X	X		X	X
Anesthesiologists					X	X		X	X	X	
Antique dealers				X	X	X		X			
Apartment manager				X		X		X			
Architects				X	X	X	X	X			X
Attorneys				X	X	X	X	X			
Auctioneer					X	X	X	X		X	
Automotive representative					X	X				X	
Baker				X	X	X	X	X		X	X
Banks				X	X	X	X	X	X		
Beverage distributor				X	X	X		X		X	
Building material supplier				X	X	X	X	X			X
Collection agency				X	X	X		X	X		
Contractor:											
1) General				X	X	X	X	X		X	X
2) Electric or heating				X	X	X	X	X		X	X
3) Plumbing				X	X	X	X	X	X	X	X
4) Recreation (Swimming pools, golf courses)				X	X	X	X	X		X	X
Credit reporting agency					X			X			
Dairy				X	X			X		X	X
Data processing service		X		X		X	X	X			
Department store				X	X	X	X	X		X	
Detective agency				X							
Dry cleaners				X	X		X	X	X	X	
Employment agencies						X					
Engineers				X	X	X	X	X			X
Exterminators and fumigators				X	X	X	X	X		X	
Fabric shop				X	X					X	X
Farmer				X	X		X	X		X	X
Farm management				X	X	X	X	X		X	
Finance company				X	X	X	X	X			

MATH IN THE WORLD OF WORK

	Number Theory	Other Number Bases	Whole Numbers	Problem Solving	Fractions	Decimals -- Other Than Money	Ratio and Proportion	Per cent	Integers	Weights and Measure	Geometry
Food store					X	X		X		X	
Fuel suppliers					X			X		X	X
Glass dealer					X					X	X
Grain dealer					X			X	X	X	X
Home furnishings representatives:											
1) Appliances						X		X			X
2) Electrical and gas					X	X		X		X	X
3) Interior decorating					X			X		X	X
4) Landscaping					X					X	X
5) Plumbing					X					X	X
Hotels and Motels						X		X			
Insurance agency representative					X	X	X	X			
Jewelry store					X	X		X		X	
Library				X	X						
Livestock dealer:											
1) Stockyard					X	X		X		X	
2) Meat processing plant					X	X		X		X	
Medical personnel				X	X	X	X	X	X	X	
Mobile home dealer					X		X	X		X	X
Paint dealer				X	X		X	X		X	
Pharmacy				X	X	X	X	X		X	
Publisher and printer				X	X		X			X	
Real estate				X	X	X	X	X	X	X	X
Rental service				X			X	X			
Restaurant					X		X			X	
Schools		X		X	X	X	X	X	X	X	X
Shipping firm representative				X	X			X		X	
Small retailers				X	X			X			
Stock and bond brokers				X	X	X		X	X		
Telephone representative				X							
Transportation representatives				X	X						
Travel bureau				X	X			X			
Trucking personnel				X	X	X		X		X	
Warehouse and storage firms					X			X		X	
Water company					X	X	X	X		X	X

It is assumed that all persons would be somewhat knowledgeable in basic number theory

It is assumed that all persons would use basic computation of whole numbers

MONEY

	Number Theory	Other Number Bases	Whole Numbers	Problem Solving	Fractions	Decimals -- Other Than Money	Ratio and Proportion	Per cent	Integers	Weights and Measure	Geometry
PEOPLE:											
Coin collectors	X	X	X	X			X	X			
Banks and savings and loan personnel	X	X	X	X				X	X		
Business proprietors and representatives	X	X	X	X	X	X	X	X	X		X
Tax consultant	X		X	X	X	X	X	X	X		
IRS personnel	X		X	X	X	X	X	X	X		
Representative from small loan company	X		X	X			X	X	X		
Representative from credit union (CATCO)	X		X	X				X	X		
Representative from Peoria Credit Bureau	X		X	X				X	X		
Representative from Collection Agency	X		X	X				X	X		
Lunchroom cashier	X		X	X			X	X			
Parents-personal finance	X		X	X	X		X	X	X		
Treasurer of any organization	X		X	X		X		X	X		
Assessor and appraisor	X		X	X	X		X	X		X	
Auctioneer	X		X	X						X	
Brokers	X		X	X	X		X	X	X		
Independent salesman	X		X	X	X		X	X			
Representative from insurance company	X		X	X	X	X	X	X			
Meter reader (water, electric, gas)	X		X	X						X	
Representative from employment agencies (public and private)	X		X	X		X		X			
Computer Programmers		X									
PLACES:											
Coin shop	X	X	X	X			X	X			
Places of business	X	X	X	X	X	X	X	X	X	X	X
Stockyards and/or packing company	X		X	X	X	X	X	X			
Department stores	X		X	X	X	X	X	X	X	X	X
Professional offices	X		X	X	X	X	X	X	X	X	X
Small businesses	X		X	X	X	X	X	X	X	X	X
Financial institutions:	X	X	X	X	X		X	X	X	X	
Banks	X		X	X			X	X			
Savings and Loan	X		X	X			X	X			
Tax consultant firm	X		X	X	X	X	X	X	X		
Internal Revenue Service	X		X	X	X	X	X	X	X		
Credit union	X		X	X			X	X			
Collection Agency	X		X	X			X	X			

MONEY

	Number Theory	Other Number Bases	Whole Numbers	Problem Solving	Fractions	Decimals -- Other Than Money	Ratio and Proportion	Per cent	Integers	Weights and Measure	Geometry
Cafeteria	X		X	X				X			
Insurance company	X		X	X	X	X	X	X			
Other:											
Courthouse	X		X	X	X	X	X	X	X	X	X
CILCO	X		X	X		X				X	
Peoria Water Works	X		X	X		X				X	
Stock exchange	X		X	X	X	X		X		X	
Employment agency-public and private	X		X	X							
Travel bureau	X		X	X	X	X	X	X	X		X
THINGS:											
Coin collections	X	X	X	X			X	X			
Filmstrips	X	X	X	X	X	X	X	X	X	X	X
Movies	X	X	X	X	X	X	X	X	X	X	X
Checks	X		X	X					X		
Bankbooks	X		X	X					X		
Loan forms	X		X	X							
Coin rolls	X		X	X							
Savings books	X		X	X				X			
Tax charts	X		X	X	X	X	X	X			
Tax forms	X		X	X	X	X	X	X			
Library books	X	X	X	X	X	X	X	X	X	X	X
Inventory sheets	X		X	X		X	X	X			
Business machines	X		X	X		X			X		
Credit cards	X	X	X	X			X	X	X		
Sales tickets	X		X	X	X			X			
Newspaper	X	X	X	X	X	X	X	X	X	X	X
Menu	X		X	X	X	X	X	X			
Games	X	X	X	X	X	X	X	X	X	X	X
Lunch money collection and forms	X		X	X				X			
Insurance policies and tables	X		X	X	X	X	X	X			
Meters	X		X	X		X					
Car mileage	X		X	X	X	X	X	X			
Employment application	X		X				X				
Travel schedule	X		X	X		X	X				

SUGGESTED USE OF VARIOUS PEOPLE IN THE OCCUPATIONS:

Mechanic:

Fractions...demonstrate tools which have different fractional sizes.
Decimals...discuss gapping spark plugs; tire sizes; overhauling and reboring engines.

Landscaper:

Geometry...marking off plots; determining plant placement; area.
Fractions...pruning trees; computing fractional measurements.

Beverage Distributor:

Weights and measures...volume and shape of container.
Percentage...profit; per cent alcoholic content; areas of sales distribution.

Stock and Bond Broker:

Integers...figuring rise and fall of stocks.
Fractions...amount of change in stocks.

Farmer:

Problem solving...figuring amount of seed and fertilizer needed.
Percentage...determing profit-loss.
Ratio and Proportion...diluting certain herbicides and insecticides.
Stock...amount of food consumed; cost of raising.

Stock Yards:

Weights and measures...weight of animal; cost per hundred-weight.

BEHAVIORAL OBJECTIVES:

1. Given paper currency (simulated) in an amount not to exceed $__*__, the student will make correct change.
2. The student will compute monetary amounts using the four basic mathematical processes.
3. The student will read, write, and identify place value ranging from millions to millionths.
4. The student will change numbers from one base to another ranging from base two to base twelve.
5. Given fifty problems dealing with the four basic mathematical processes, the student will successfully complete thirty-five of them.
6. Given twenty word problems the student will successfully complete fifteen of the given problems.
7. Given ten problems of each of the four basic mathematical processes concerned with fractions, the student will successfully complete at least seven in each category.
8. Given ten problems of each of the four basic mathematical processes concerned with decimals the student will successfully complete at least seven in each category.
9. The student will correctly identify _*_ (number) written proportions.

* (Teacher may designate amount)

10. Using the formula F x F = P in percentage problems the student will correctly solve for one of the unknowns when given the other tow.
11. Given fifty problems dealing with four basic mathematical processes involving integers the student will successfully complete thirty-five.
12. Given a geometric figure the student will successfully compute weight, perimeter, area, volume, and surface area.

SUGGESTED ACTIVITES:

Menu:

Have student compute prices of various orders. Students may include multiple orders, taxes, and tips.
Practice may also be given in making change.

Newspaper:

Use newspaper to compute costs and budget money for assorted purchases. (Example: Spend $30 on groceries for a family of four, using food ads).

Bank:

After visiting a bank, a small community could be started in the classroom. All students could assume roles of different occupations offering some needed skill to the community. Each would conduct business as any actual business. The classroom bank would serve all funtions of an actual bank using forms, and materials as close as possible to that which is used in a bank.

ENVIRONMENTAL AWARENESS

	Atmosphere (Sky and Air)	Ecology	Energy	Geology	Human Body	Physical and/or Chemical Changes	Plants	Zoology
PEOPLE:								
Manager of refuse collection agency	X	X	X			X		
Garbage man								
State conservation officer	X	X	X	X		X	X	X
Representative of strip mining company		X	X	X		X	X	
Farmer	X		X	X			X	X
Auto mechanic	X		X					
Ecologist	X	X	X	X	X	X	X	X
Chemist	X		X			X		
Professor of Biology (any level)	X	X	X	X	X	X	X	X
Landscaping personnel (artistic)	X	X					X	
Nursery man	X	X					X	
Horticulturist	X	X	X	X		X	X	X
Florist		X					X	
Representative from Peoria City Beautiful	X	X	X				X	X
Peoria's Ombudsman	X	X	X				X	X
Army Corps of Engineers	X	X	X	X		X		
Botanist	X	X	X			X	X	X
Chemist working with commercial fertilizers	X	X	X	X	X	X	X	X
Chemist working with insecticides	X	X	X	X	X	X	X	X
Chemis working with herbicides	X	X	X	X	X	X	X	X
Air pollution control and water	X	X	X					
Custodian (burning, etc.)	X	X	X					
Paul Anderson (Director of Building Maintenance)	X							
Representative from Park District	X	X	X	X	X	X	X	X
Coast Guard	X	X	X	X	X	X	X	X
Paper manufacturer		X				X	X	
Exterminators	X	X					X	X
PLACES:								
Peoria Water Company	X	X	X	X		X		
CILCO		X	X					
Salvage yard		X				X		
Weather Bureau			X					
Forest Park Nature Center	X	X				X	X	
Northern Regional Laboratory	X			X		X	X	X

ENVIRONMENTAL

AWARENESS

	Atmosphere (Sky and Air)	Ecology	Energy	Geology	Human Body	Physical and/or Chemical Changes	Plants	Zoology
Peoria Sanitary District		X				X		
Local airport	X	X	X					
Nutritionist	X			X	X		X	
Dresden-Atomic Energy Plants	X	X	X	X				
Farm Bureau	X	X	X	X		X	X	X
Soil Conservation Service	X	X	X	X		X	X	X
Fish nurseries	X	X				X	X	X
Greenhouse	X	X		X		X	X	
Personal garden	X	X		X	X	X	X	
Lakeview Center	X	X	X	X	X	X	X	X
Recycling center	X	X						
Dixon Fisheries	X	X						X
Dixon Mounds	X	X		X	X	X		
Koster Archeological Site	X	X		X	X	X		
Kickapoo Creek Road		X		X			X	X
Banks of Illinois River		X	X	X		X	X	X
Sierra Club	X	X					X	
Environmental Development Dept.	X	X	X	X		X	X	
Air cleaning and purifying equipment supplier	X	X			X	X	X	X

THINGS:

	Atmosphere (Sky and Air)	Ecology	Energy	Geology	Human Body	Physical and/or Chemical Changes	Plants	Zoology
Live or stuffed animals		X				X		X
Plants (grown at school) and seeds	X	X	X			X	X	
Rock collection and soil		X		X		X		
Garbage		X						
Use of audiometer in measuring noise level	X	X	X					
Films and filmstrips	X	X	X	X	X	X	X	X
Instruments for detecting metals		X		X				
Geiger Counters		X		X				
Pollution Devices on automobiles		X						
Materials, instruments, tools, uniforms and vehicles used by all personnel mentioned	X	X	X	X	X	X	X	X
Filters - air and gas	X	X	X					

COMMUNICATIONS

	Atmosphere (Sky and Air)	Ecology	Energy	Geology	Human Body	Physical and/or Chemical Changes	Plants	Zoology
PEOPLE:								
Telephone personnel				X				
U.S. postal personnel		X	X		X			
T.V. personnel			X					
Radio personnel			X					
Advertising agent and any personnel connected		X						
Electrician	X		X			X		
Ophthalmologist (nose, ear, throat)			X		X	X		X
Optometrist (eye)			X		X	X		X
Telephone service and maintenance personnel			X					
Data processing personnel			X					
Computer personnel			X					
Receptionist			X					
Scientist	X	X	X	X	X	X	X	X
Engineers	X	X	X	X		X	X	
Public health employees	X	X	X		X			
Telegraph personnel			X					
Teletype personnel			X					
Ham radio operator			X					
PLACES:								
T.V. and/or radio station		X	X					
Printing company		X	X					
Telephone company			X					
Post office	X	X	X					
Electrical sales-service		X	X			X		
Medical center - hospital	X	X	X		X	X	X	X
Data processing center		X	X					
CILCO	X	X	X	X		X		
Public health service	X	X	X		X	X	X	X
Telegraph office			X					

ACTIVITIES:

1. Prepare bulletin board.
2. Filmstrips - movies and video tapes.
3. Get teletrainer from telephone company.
4. Prepare a mock TV or radio show.
5. Study different wires and wiring with small batteries.
6. Make a transistor radio.
7. Guess different foods by smell alone.
8. Guess different foods by taste alone.
9. Cover one ear and guess location of sounds.
10. Figure telephone bill for local and long distance calls.
11. Study IBM cards and manner of completing.
12. Prepare rock, soil, and mineral collection.
13. Prepare a telegraph and study Morse code.
14. Compare eye with camera by taking Polaroid pictures.
15. Field trip.
16. Study intercom system of school.
17. Get a Walkie-Talkie.
18. Compate the different of an ear plug with a headphone set.
19. Use the audiometer to compare different sounds.

BEHAVIORAL OBJECTIVES:

1. The student will name at least 5 gases of the atmosphere and tell usefulness to mankind.
2. The student will list the three forms of pollution and give five causes of each.
3. The student will correctly complete an electrical circuit, tell 10 rules of electrical safety.
4. The student will identify 20 minerals and tell how and where obtained and the main use.
5. The student will discuss ____ (number) systems of the human body and correctly describe the functions of each.
6. Given examples of physical and chemical changes in __*__, the student will describe, verbally or in writing, how they differ from one another.
7. The student will list seven methods of plant reproduction and the type of plant.
8. The student will correctly describe, verbally or in writing, how climate affects plant growth.
9. The student will list the five groups of vertebrates and give examples and habitats of each.

* Teacher may designate types of physical and chemical changes; e.g., bodily chemical and physical changes.

ACTIVITES:

1. Field trip to any of the mentioned places in the environmental awareness chart.
2. Grow indoor plants and a small garden.
3. Administer sight and hearing tests.
4. Conduct a clean-up drive in the school area.
5. Trace the cycle of water to and from school.
6. Assign student to work with custodian.
7. Study effects of chemicals on plant and animal growth.
8. Overhaul an engine.
9. Record temperature and rainfall for monthly period.
10. Prepare bulletin boards.
11. Make a leaf collection.

HEALTH

ACTIVITIES:

1. List school subjects used to prepare for each job you have explored.
2. Be able to give salary range for five health jobs.
3. Explore the possibility of taking a first-aid course.
4. Fill out an insurance form.
5. List possible reasons for persons turning to drugs or alcohol.
6. List persons or agencies who could help addicts.
7. Name health occupations that might be of interest to you.
8. List several preventive measures for poor health or mental disorders.
9. Match technical terms on a prepared list with occupations.
10. Alphabetize technical terms learned in unit.
11. Make a bulletin board entitled "Health Occupations."
12. Demonstrate three first-aid techniques.
13. Plan well balanced menus for one day.
14. Show proof that you have passed a physical fitness test in PE class.
15. List criticisms of health commercials.
16. Prepare a notebook or report on the intricate systems of the human body.
17. Write a short play or scenario that Dr. Welby (TV personality) might star in.
18. Practice making an emergency phone call.
19. Translate U.S. weights and measurements into meters, liters, etc.
20. Make a graph of the heights and weights of students in your class.
21. Figure monthly incomes of five health jobs based on yearly incomes.
22. Plan a diet for a special illness.
23. Find out if heart disease is more common in the United States than it is in England, France, or some other nation.
24. Prepare a report on the history of medicine.
25. Prepare a report on acupuncture. Try to interview someone who has experienced this treatment.
26. List and describe three recent medical treatments.
27. List basic foods that each person should have everyday.
28. Describe to the class a group of exercises that would contribute to the maintenance of a sound body.

RESOURCES:

People: School nurse, student nurse, student doctor, visiting nurse, recruiting officer, mortician, social workers, Red Cross first aid teacher, TB clinic worker, dietician, anesthetist, podiatrist, optometrist, obstetrician, psychologist with Family Service, life insurance agent, pharmacist, industrial nurse, authority on drug or alcohol addiction, dentist, ambulance driver, x-ray technician, veterinarian, owner of health food store

Places: Methodist Hospital, Proctor Hospital, St. Francis Hospital, Peoria School of Medicine, Forest Park Rehabilitation Center Peoria Water Works

Films:

(Available from District 150)

Breath of Life	642
Community Health and You	111
Eye-Structure and Care	577
Obesity	343
What About Drinking?	512
Laws of Heredity	506
Human Body	693

(Available from Peoria County of Public Health)
Half-Million Teenagers
Kathy

(Available from Crittenton Home)
Pregnant and Single

Models:

(Available from District 150)
Human Skeleton
Human Torso and Head
Maniken with Film #642
Pelvic Area - School Nurse

Game:

Careers

Pamphlets:

American Medical Association Council on
Medical Education and Schools -(FREE Material)
535 North Dearborn Street
Chicago, Illinois

Association of Independent Optical Wholesalers (FREE Material)
232 West Adams Street
Chicago, Illinois

National Association of Dental Laboratories (FREE Material)
201 Mills Building
Washington, D.C.

Consumers Protection Program (FREE Material)
610 Abdington
Peoria, Illinois

Mini Unit Careers Correlating Careers With Seventh Grade OPEN HIGHWAYS

Story: FUNNY PHOTOS - page 8

Behavioral Objectives:

1. The student will list or describe, verbally or in writing, ______ (number) qualities and ______ (number) qualifications for becoming a proficient photographer.
2. The student will name four to six specialized jobs in the field of photography.
3. Given photography related words and definitions, the student will correctly match ______ (number) words with their difinitions.
4. The student will describe the training necessary for at least one career in photography.
5. The student will state, verbally or in writing, the job opportunities in the field of photography.

Activities:

1. Compile a list of specialized jobs in photography.
2. Write a report (give an oral report) on one of the specialized jobs.
3. Make a collage of your own funny photos - clip newspaper and magazine pictures.
4. Sketch a funny picture illustrating another sport.
5. Make a list of special terms used in each sport.
6. Read a biography.
7. Write for information on opportunities and training in the field of photography.
8. Interview a photographer - give a report to class.
9. Make a career visit.

Resources:

People:
Commercial photographer from Journal Star
Commercial photographer from Associated Studios
George W. Sommer - Aerial, Advertising, Weddings and Industrial photography
Rembrandt - portraits (representative from this studio)
Bergners or Carsons - portraits (representative from this studio)

Places:
Bell and Howell
Fabry's Studio

Pamphlets:
National Press Photographers Association, Inc.
235 E. 45th Street
New York, New York

Professional Photographers of America, Inc.
52 W. Wisconsin Avenue
Milwaukee, Wisconsin

Stories: BULL PEN CATCHER page 20, THROUGH THE CLUBHOUSE DOORS page 27, and DO YOU KNOW PETE THE GREAT page 29

Behavioral Objectives:

1. The student will write a correct business letter.*
2. The student will list four to five qualities of a good baseball player.
3. The student will describe, verbally or in writing, the training requirements for becoming a baseball player or a teacher.
4. The student will name at least one disadvantage of becoming a professional baseball player.

*(To the teacher's satisfaction)

Activities:

1. Report orally or in writing on a prominent local or national baseball player's career.
2. Find figurative language - special basball terms in newspaper or magazine articles.
3. Make a bulletin board of written reports, pictures, articles on baseball.
4. Make a report on the requirements to become a PE teacher.
5. Make a report on qualifications of becoming a big league player or manager.
6. Interview a baseball player and coach.
7. Make graphs - charts on records of a famous baseball player's performance through the years.
8. Write for pamphlets on careers in physical education and recreation.

Resources:

People: Local coach or baseball player who is well known.

Films:
Baseball for Millions - #44
Fifty Years of Baseball Memories - 30 minutes (Free - Peoria Public Library)

Pamphlets:
Physical Education and Coaching as Your Career
American Association for Health, Physical Education and Recreation
Public Health Relations Department
Iowa City, Iowa 52240

Recreation and Your Career
Careers in Physical Education for Girls
American Association for Health, Physical Education and Recreation
Public Health Relations Department
Iowa City, Iowa 52240

Story: WHAT'S WRONG WITH THIS PICTURE? page 40

Behavioral Objectives:

1. Given a list of ______ (number) space and flight words and definitions, the student will correctly match words with their definitions.

2. The student should be able to list at least 6-10 other occupations of workers who make these flights possible.

Activities:

1. Do research on moon explorers and their training to become astronauts.
2. Write or give orally a report on the most recent moon exploration and explorers.
3. List other workers involved in a successful moon trip.
4. Write a report on education and training for the jobs listed.
5. Make a model of a space ship.
6. Write a fictional story dealing with working and living in outer space.
7. Make a vocabulary list of special terms.

Resources:

Films: First Men in Space #5022
You and the Aerospace Future #5076
Other films available from school library on flights up to 1968 and individual Astronauts.

Story: THE STORY BEHIND THE WORD page 42

Behavioral Objectives:

1. The student will tell how a book is copyrighted, why it is copyrighted.
2. The student will write a paragraph on how language developed.
3. The student will write a paragraph describing 3-5 major steps a book goes through before it actually is a book or becomes published.

Activities:

1. Write a report on how a book is published.
2. Write a report on becoming an author or becoming a librarian.
3. Take a field trip or career visit to a publishing company.
4. Read about careers and opportunities as a bookbinder, publisher, and illustrator.
5. Write for a pamphlet for information on opportunities and a training of a publisher or bookbinder.
6. Discuss copyrights.

Resources:

People: Representative from Bennett Chase Publishing Company
Representative from Peoria Public Library
Representative from World Book Encyclopedia

Places: Bennett Chase and Company
Peoria Public Library
Exposition Press Inc.
Mt. Hawley Publishing Company

Pamphlet:	International Brotherhood of Bookbinders 815 Sixteenth Street, N.W. Washington, D.C.
Films:	Beginnings (free) Peoria Public Library English Language: The Story and Development - #551 Beyond All Barriers - Illinois Bell Telephone
Story:	ESCAPE BY SEA page 51

Behavioral Objectives:

1. The student will correctly list ten duties of policemen.
2. The student will describe, verbally or in writing, five qualities of a good policeman.

Activities:

1. Do research for an oral or written report:
   a. Compare prisons of today with prisons in the Napoleonic areas.
   b. Trace the changes in prison management through the years.
   c. Training and duties of a warden, prison guard, FBI agent, detective, chief of police, patrolman, policewoman, metermaid.
2. Have a panel discussion on capital punishment should (should not) be reinstated.
3. Roleplay - a person being arrested, an officer making an arrest, a court scene, etc.
4. Do research and create a chart or map from the statistics on incidents of crime on the city, state or national level.
5. Interview a law enforcement officer.
6. Take a field trip or make a career visit.
7. See suggested films.

Resources:

People:	Policeman Policewoman (Mrs. Nath, detective)
Places:	Peoria City Jail Peoria County Jail
Films:	Who Needs Rules? - #5074 The Patrolman (free) 16 minutes, Peoria Public Library Policeman Day and Night (free) 11 minutes, Peoria Public Library Police Unit 2A26 (free) 18 minutes, Peoria Public Library

Stories: NATURES WONDERLAND page 69, YELLOWSTONE page 71, OUR NATIONAL PARKS page 76, THIS LAND IS YOUR LAND page 81

Behavioral Objectives:

1. The student will correctly list at least four, nature-related jobs.
2. The student will write a correct business letter.
3. The student will correctly name at least three National Parks.
4. Given a list of special terms studied and definitions, the student will correctly match terms with their definitions.

Activities:

1. Tell about a national or state park you have visited.
2. List occupations involved with keeping these parks. List terms, tools, etc.
3. Do research to find major parks in Illinois. Make a map charting them.
4. Write a report on opportunities in the field of forestry and conservation.
5. Write for pamphlets and literature on national and state parks for bulletin board and reports.
6. Discuss summer jobs available for teenagers at Glen Oak and other parks.
7. Tell how some parks are utilized during winter months.

Resources:

People: Mr. William Rutherford
Member of the Park Board
Representative from Forest Park Nature Center

Places: Forest Park Nature Center
Detweiller Park

Films: Niagra Falls Parkland (free) 12 minutes, color, Peoria Public Library
National Parks: Our American Heritage ($2.50) 17 minutes, color, Peoria Public Library (excellent film)

Story: THE CRAZY MIXED UP SCHOOL TEACHER page 120

Behavioral Objectives:

1. The student will list 5010 jobs dealing with teaching.
2. In a paragraph, the student will state at least ______ (number) advantages and (number) disadvantages of being a school teacher.
3. The student will write a correct thank you letter to a career visitor.

Activities:

1. Make a list of qualities which make a good teacher. (Could be a panel discussion or open-end discussion.

2. Write a paragraph on advantages and disadvantages of being a school teacher.
3. Make a list of all positions related to teaching: tutoring, conducting training courses in industry, dancing teachers, religious teachers, nursery school teachers, driving school, karate and judo schools, charm schools, beauty schools, barber schools, cheerleading clinics, etc.
4. Report on training and opportunities for a related teaching position.
5. Interview persons involved in some type of teaching.
6. Take a field trip to a beauty or barber school.
7. Career visits.

Resources:

People: Sam Sisk, Instructor and Manager, Mt. Hawley Aviation
Instructor from YWCA
Instructor from Dog Obedience School

Places: Take a field trip to a beauty or barber school

Film: A Link in the Chain ($2.50) Peoria Public Library

Story: LOOKING FOR SOMETHING page 108

Behavioral Objectives:

1. The student will write an acceptable (to the teacher's satisfaction) letter of application.
2. The student will list at least _____ (number) abbreviations used in advertisements.
3. The student will write an acceptable (to the teacher's satisfaction) ad for a job.

Activities:

1. Write an advertisement of 10-15 words to advertise your availability for babysitting, mowing lawns, or doing errands.
2. Choose an ad that is of interest - write a letter of application.
3. Roleplay - call by telephone in answer to an ad.
   - applying in person for a job (filling out forms).
   - having an interview.
4. Make a bulletin board of classified ads dealing with "Help Wanted" or "Jobs Wanted".
5. Make a collage on careers that interest you.

Resources:

People: Representative from Journal Star - classified ad department

Places: Peoria Journal Star

Story: KING OF THE ROAD page 163

Behavioral Objectives:

1. The student will write an acceptable (to the teacher's satisfaction) letter of application
2. The student will construct a correct business letter.
3. Given a list of ______ (number) words studied in this unit and definitions, the student will correctly match the words to their definitions.
4. In a paragraph, the student will write an acceptable report on the importance of automotive jobs in the community.
5. The student will list at least 10 automotive - related jobs.

Activities:

1. Make a list of occupations in the automotive field.
2. Make a list of jobs related to automotive field.
3. Assign a page in the telephone book (yellow pages) per student or two students and have them count the number of jobs in automotive and related fields.
4. Discuss or write on the importance of this field to the economy of our city.
5. Boys may wish to make models for display.
6. Make a sketch of an original design for a car of the future.
7. Make a poster showing development of the auto through the years.
8. Report on changes in safety requirements through the years.
9. Make charts and graphs on statistics gathered through research on number of automobiles purchased during the years, auto accidents, etc.
10. Keep a record on the monthly expense of owning a car (cars) in your family.
11. Report on the training and opportunities of a specific job in this field or related fields.
12. Take a sample drivers test (written based on Rules of the Road).
13. Write a paragraph on people who work to promote safe driving.
14. Report on the cost of automobile insurance for a family without a teenage driver and one with a teenage male driver.
15. Have a panel discussion on: difference in insurance laws for boys-girls (unfairness ?), men are better drivers than women, and a person should not be able to purchase auto license without proof of having insurance. (This might be conducted as buzz sessions or an open-end discussion.)
16. Watch movies.
17. Watch filmstrips.
18. Write for pamphlets on opportunities and training.
19. Make a vocabulary list of terms. (Alphabetize list of terms.)
20. Take a field trip or career visit.
21. Have each person interview someone in this field who works at a place he passes on the way home from school. Let them plan who each will interview in class.

Resources:

People: Any person in automotive work

Places: Automobile dealer
Used car lot
Autobody and repair shop

S & K Chevrolet Company-- (has women working in service department)

Films:
Diesel Race Car (free) 40 minutes, Peoria Public Library
Wonderful World of Wheels ($2.50) 32 minutes, Peoria Public Library
Cool Hot Rod ($2.50) Peoria Public Library

Filmstrips:
Checkerboard Series (individual schools)
Facts and Facets of the Automobile Industry - Peoria Public Library

Pamphlets:
International Automobile, Aircraft and Implement
Workers of America
8000 E. Jefferson Avenue
Detroit, Michigan

"So You Want to be an Automobile Salesman"
Educational Affairs Department
Ford Motor Companu
The American Road
Dearborn, Michigan 41821

"Career Opportunities in the Automotive Service"
Educational Services
Automobile Manufactors Association
320 New Center Building
Detroit, Michigan 48202

(also at the above address)

"So You Want to be an Automobile Service Technician - #4"

EIGHTH GRADE OPEN HIGHWAYS

Health Related Occupations - Physical Exercise

Stories:
You're Tougher Than You Think page 52
World Records page 54
Toughen Up! page 58
Straighten Up! page 61

Behavioral Objectives:

1. The student will list at least _____(number) careers available in the field of physical fitness.
2. The student will list six kinds of muscles in the body.
3. The student will list 3 or more reasons for keeping the body fit.
4. Given a set of _____(number) health-related words and definitions, the student will correctly match the words to their definitions.
5. The student will (to the teacher's satisfaction) describe why a healthy body makes a healthy mind.
6. Given an interview situation, the student will demonstrate correct interview techniques (to the teacher's satisfaction).
7. The student will correctly demonstrate at least _____(number) exercises used to strengthen the body.

Activities:

1. Make a vocabulary-spelling list of terms used in health.
2. Read books about exercise, sports, health and dance.
3. Make a scrapbook of as many sports as possible,
4. Draw the muscular system of the human body and label the muscles.
5. Tell which exercises will develop or strengthen each of the muscles of the body.
6. Write a report defending the reasons for keeping the body health.
7. Make a chart telling some of the unusual world resources.
8. Interview at least three physicians, psychologists, and psychiatrists to find out how a healthy body helps to make a healthy mind. Report your findings to the class.
9. Write a report telling why it is important to have good posture.
10. Invite speakers to come to school to demonstrate exercises and tell about their jobs.
11. Take a class to Olympia Health Spa to see the equipment and tell about their jobs. Make a tape telling about what you learned.
12. Plan and make a bulletin board that promotes the idea of good physical health.
13. Draw a cartoon or cartoon strip that promotes the advantages of having a healthy body.
14. Make a chart or bulletin board about careers in physical fitness.

Resources:

People:	Physical Education teachers at school
	Dancing teachers - adult and teenagers
	Coaches - any and all sports
	Health instructors - clubs
	Physical therapists
	Physicians
	Psychiatrists
	Psychologists
Places:	Peoria Public Schools
	Olympia Health Spa
	YWCA
	YMCA
	Hospitals - Methodists, St. Francis, and Proctor
	Ballet Company (Jack Slater)
	Peoria Park District
	Carver Community Center
	American Physical Fitness of the Midwest
	Silhouette Figure Salon
Materials:	Slides
	Filmstrips - Library "Your Bones and Muscles"
	Films
	Pamphlets and brochures
	Books

Cartoons: Who Uses Them?

Stories: CHANNEL CHUCKLES page 70, LEARNING TO CARTOON page 71, WHAT IS IT? page 130, PEANUTS page 190, COMPUTER CARTOONS page 262

Behavioral Objectives:

1. The student will correctly list at least _____(number) qualities of a "good" cartoon.
2. The student will list _____(number) places where a man who likes to draw cartoons might apply for a job.
3. Given a set of _____(number) cartoon-related words and definitions, the student will correctly match words with their definitions.
4. The student will correctly describe (to the teacher's satisfaction) how a cartoon is inked and printed.
5. The student will correctly list at least _____(number) types of purposes of cartoons.
6. The student will list, verbally or in writing, _____(number) qualities of a good cartoonist .

Activities:

1. Read about how to draw cartoons.
2. Interview people in different occupations who deal with cartoons or draw them.
3. Take a field trip to the newspaper to see an artist draw a cartoon.
4. Take a field trip to the newspaper to see how comic strips are inked and printed.
5. Take a field trip to a television station to see how cartoons are drawn to show animation.
6. Make a scrapbook of cartoons. Specialize in one type such as political, Family Circus, etc.
7. Draw a series of cartoons choosing one particular subject to illustrate.
8. Take a field trip to an advertising agency to see how cartoon advertising is handled.
9. Make a list of vocabulary-spelling words that pertain to cartoons.
10. Visit a computer center to see how a computer can be programed to draw cartoons.
11. Read biographical books or articles about your favorite cartoonist - Walt Disney, Ernie Bushmiller, Bill Keane, etc.
12. Write an outline of the steps necessary to draw a good cartoon.
13. Make a bulletin board using favorite cartoons of the class.
14. Watch the movie: "A Boy Named Charlie Brown" - 23 minutes in color.
15. Read about Thomas Nast and his cartoons of the 1870's and on.

Resources:

People: Cartoonists from Peoria Journal Star
Artist from advertising agency
Artist - technician from a television studio
Freelance artist

Places:
Peoria Journal Star
Ross Advertising Agency
Charles Ruppman Advertising, Inc.
Compumatic
Kagel Studio, Inc.
Lawrence Pelini Studio
Bradley University - Channel 47
Local Television Stations - WMBD, WEEK, WRAU
Charles A. Bennett Company, Inc.
Exposition Press, Inc.

The Law - Who Gets Involved?

Stories: THANK YOU, M'AM Page 22, MAYBE I'LL PITCH FOREVER page 80, DEADLY AIM page 161, NOBODY'S BUSINESS page 215, THE 23RD STREET CRUSADERS page 361

Behavioral Objectives:

1. Given a set of _____(number) law enforcement-related words and definitions, the student will correctly match the words with their definitions.
2. The student will correctly describe the _____(number) steps of courtroom procedure in their proper sequence.
3. The student will, verbally or in writing, correctly describe the differences in the degree of punishment for "misdemeanors" and "felonies."
4. The student will, verbally or in writing, correctly describe the differences between a "felony" and a "misdemeanor."
5. The student will describe, verbally or in writing, the conditions under which a juvenile can be tried as an adult.
6. The student will list, in rank order, the _____(number) types of crimes most frequently committed by juveniles.
7. The student will list at least, _____(number) commonly accepted explanations given for the occurance of juvenile crimes.
8. The student will correctly (to the teacher's satisfaction) describe the roles of (a) social workers; (b) probation officers; (c) policemen; (d) judges; and (e) lawyers.

Activities:

1. See films, slides, or filmstrips telling about the agencies above.
2. Have students take a field trip to Gift Avenue Home, Hanna City Boys School, Youth Farm, and Peoria County Jail.
3. Have a panel come to tell what each phase of law enforcement or the related social agencies does for the juvenile offender.
4. Send students out to tour and interview agencies not included in the panel in #3 above.
5. Develop a spelling-vocabulary list of terms used in law enforcement.
6. Read pamphlets and brochures about the agencies listed earlier.
7. Have the students plan and make a bulletin board on the theme "Stamp Out Juvenile Delinquency."
8. Have students make charts showing what happens in the judicial process for a juvenile offender who is a first time offender, a second time offender, and a third time offender - all misdemeanors.
9. Have a student write a play and act out what might cause a young person to commit a murder and what the law does when he is caught.
10. Have the students write out and act out just courtroom procedures.
11. Have the students write reports on the major types of crime committed by juveniles.

12. Have the students write reports on the type of young person who is most likely to become a juvenile offender.
13. Have any student who has broken the law share his experience in writing or orally with the class.
14. Have students write "thank-you" notes for interviews and field trips.
15. View filmstrips and listen to records - "Developing Basic Values".

Resources:

People:
Policewoman - Mrs. Sylvia Nath
Policeman
Judge
Criminal lawyer or public defender
Social worker
Probation officer - Juvenile Division
Ex-convict
Foster parents

Places:
Peoria County Courthouse
Gift Avenue Home
Youth Farm
Peoria County Jail
Hanna City Boys School
Human Relations Commission
Youth Counseling Services

SEVENTH AND EIGHTH GRADE -MODERN ENGLISH IN ACTION

The World of the Telephone

Tectbook:

Grade Seven

Chapter 2	Words in Action
Chapter 3	Writing Creative Sentences
Chapter 4	Listening and Looking
Chapter 5	Sharing Experiences in Conversation
Chapter 6	Studying with a Purpose
Chapter 7	What's in a Paragraph?
Chapter 8	The Well-Groomed Paper
Chapter 9	Making Things Clear
Chapter 10	Using the Library
Chapter 11	Writing Letters
Chapter 14	Hearing Yourself
Chapter 15	Clear Thinking
Chapter 19	Reporting
Chapter 22	Language and Everyday Life
Chapter 35	Effective Sentences
Chapter 37	Spelling

Grade Eight

Chapter 1	Skills for Studying
Chapter 2	Writing Better Paragraphs
Chapter 4	Describing
Chapter 5	Knowing Your Library
Chapter 6	The Spoken Word
Chapter 7	Writing Your Friendly Letter
Chapter 8	Listening
Chapter 11	Polishing Your Speech
Chapter 12	Explaining
Chapter 14	Reporting
Chapter 15	Thinking Clearly
Chapter 16	Persuading Others
Chapter 19	Writing Letters in Business Form
Chapter 20	Enjoying Broadcasts and Films

Behavioral Objectives:

1. The student will list at least _____(number) occupations available in the telephone industry.
2. Given a set of _____(number) telephone-related words or terms and definitions, the student will correctly match the words/terms with their definitions.
3. After an interview with a telephone worker, the student will, in a paragraph, describe (to the teacher's satisfaction), what he learned from the interview.

4. The student will list at least ten kinds of information available in a telephone directory.
5. The student will illustrate (to the teacher's satisfaction) in a skit one of the following: amount of hard work that goes into successful inventing, the sacrifice of family members necessary to help a scientist succeed, and the feeling of joy resulting from success.
6. The student will, in graph or chart form, illustrate the comparative numbers of phones in the U.S. and _____(number) other countries.
7. Given a simulated phone conversation, the student will demonstrate (to the teacher's satisfaction) "desirable attitudes" of an employee who serves the public.
   Note: "Desirable attitudes" should be defined by the class prior to initiating simulation activities.
8. The student will correctly list the _____(number) necessary items of information to convey in an emergency phone call.
9. The student will (to the teacher's satisfaction) use the correct form when writing letters.
10. Given an interview or telephone conversation, the student will, in a written report, accurately (as determined by the teacher) describe the major elements of the interview or conversation.

Activities:

1. Simulated calls using teletrainer: arranging job interviews, giving directions, giving and taking messages, persuading a friend to change an opinion, illustrating desirable attitudes of an employer or worker serving the public through a simulated telephone call.
2. Have class monitor a conversation, giving good and bad points.
3. Discuss pitch, stress, and juncture of a conversation.
4. Dramatize a scene from the life of Alexander Graham Bell or from the life of another inventor in the communications area.
5. Prepare a list of new words from the booklets used.
6. Note-taking during viewing of films and filmstrips.
7. Outline the typical events of a telephone worker's day in chronological order.
8. Report and chart topics: information found in a telephone directory, how the telephone company has contribued to communications progress, how sound travels, how the telephone works, using the telephone for international communication, satellite communications, telephone styles over the years.
9. Interview of workers on the job and in the classroom.
10. Write a personality sketch of one of the workers to be used in the school newspaper.
11. Draw a cartoon showing an operator handling a difficult call or learning his job.
12. Make a scale drawing showing telephone lines going to major cities.
13. Find out the cost (rates at different times) of several long distance calls the student and/or his family might wish to make from Peoria.
14. Make a chart or poster on the theme of job safety.
15. Write and present a skit showing a babysitter improperly using the telephone and neglecting the children. After a class discussion, have the players re-do the skit demonstrating the behavior of a competent babysitter.

16. Use the telephone as a city newspaper reporter and give an eye-witness account of an accident.
17. Build a model of a telephone - any period.
18. Write a description of what your life would be like if all the telephones disappeared. Suggested title: "The Day The Telephone Disappeared."
19. Write letters or make calls to: thank a class visitor for his time, inquire about an error on a bill, report the malfunctioning of a phone, get a new phone installed or replace an old one with a newer model.
20. Design an ad for the "Yellow Pages" and prepare a sales talk related to the ad.
21. Prepare a bulletin board that serves as a teaching device using student made materials.
22. Have one student pretend he is a mechanic at Happy Harry's Service Station. He receives a phone call from a student playing the role of a distressed mother stranded alone on an icy road with a small child. He handles the situation abruptly and rudely the first time; then after class evaluation, the situation is played again, demonstrating desirable attitudes of an employee dealing in services.
23. Have class make up other situations similar to the one above.

Resources:

People:	Lineman, operators, supervisors, switchmen, computer operators, engineers, personnel clerks, installers, secretaries, repairmen, executive-level managers, salesmen, payroll clerks, guards, accountants, framemen, drafters, customer service representatives, receptionists, communications consultants, educational representatives, and creative writers
Places:	Illinois Bell Telephone Company -- Business Office, Plant, Marketing Department, Operator-Services Room
Materials:	Teletrainers, tape recorder, filmstrips included with teletrainer, booklets and films. (Teletrainer equipment is now available from District 150).
Booklets:	(Available from the Telephone Company) "The Telephone in America" "How the Telephone Works" "The Magic of Your Telephone" "Signals in Space" "Voices Around the World" "The Birth and Babyhood of the Telephone" "Alexander Graham Bell"
Films:	The Baby-Sitter - 18 min., color Beyond All Barriers - 28 min. Draw Me a Telephone - 13 min. Here is Tomorrow - 28 min.

I Rather Like You, Mr. Bell - 25 min.
Pattern for Communication - 26 min.
The Promise - 32 min., color
Science Behind Speech - 8 min.
To Help Themselves - 12 min.
Your Voice and the Telephone - 7 min.

Suggestions for Implementing a Career Education Program in a Formally Structured School

1. Ask students how many have Social Security numbers.
   a. how and when to get Social Security numbers.
   b. what Social Security is for - deductions, benefits, etc.
   c. who in family has Social Security numbers.

2. Ask students to list jobs for which they have been paid.
   a. summer jobs, yard work, etc.
   b. allowances and home chores, babysitting, painting, errands.

3. Ask students what household jobs pay Social Security.
   a. list these for parent sources for interviews.
   b. call two or three parents and ask them to come, telling them of program to interest kids in many jobs.

4. Teach students how to interview, take notes.
   a. questions relating to the job.
   b. avoid embarrassing questions.
   c. have them interview you.
   d. analyze the interview.

5. Plan interview of school personnel.
   a. custodian.
   b. security guard.
   c. secretary.
   d. principal.
   e. cafeteria manager.

6. Make follow-up tour of area involved in the interview above.

7. Begin parent interview.
   a. remind of date to come.
   b. ask them to bring or wear uniforms, tools, properties.

8. Follow-up on interviews with:
   a. thank-you notes.
   b. themes.
   c. notebooks.
   d. bulletin boards.
   e. "What I Learned" list
   f. draw illustrations of product, job, speaker.

9. Schedule field trip a month or two in advance with field trip office.
   a. prepare for field trip with
      1. films, filmstrips, or books.
      2. interviews from place of field trip.
      3. exhibit of product.

        4. promotional product.
        5. rules for field trip behavior.
        6. obtain necessary permission blanks.
        7. obtain chaperones, if needed.
        8. inform office and other teachers involved of the date
    b. list jobs, places, or interest to watch for on way to and from place of field trip.
        1. discuss route (ask driver for 2 routes - 1 coming and 1 going).
        2. plan follow-up project for Open House or display.

10. Take field trip.

11. Follow-up with project, evaluation, discussion, etc.

Teacher can adapt any of these. If a career visit of small groups is impossible, take whole class, but get additional parent chaperones, and ask for a guide for every eight (8) or so students.

Don't worry too much about correlation with subject matter, as there is value in every aspect of careers.

RESOURCES

People:
- Commercial artist - Ray Conty, The Peoria Journal Star
- Editor - Bill Becker, The Observer
- Director of Educational Services - Sally Whalen, Peoria Journal Star
- Sunday Editor - Mr. R.M. Beers, Peoria Journal Star
- Typesetter
- Political Cartoonist - John Riddell, Peoria Journal Star
- Circulation
- Advertising Sales
- Political
- Reporters
- Photographers
- Layout
- Printers
- Secretarial

Places:
- Peoria Journal Star
- Observer (Junction City)
- Ruppman Advertising - Charles Ruppman

Things:
- Films - Peoria Public Schools
  - "How to Read a Newspaper" - #553
  - Peoria Journal Star films
  - "Newspaper"
  - "Newspaper Serves Its Community"
- Newspapers:
  - Peoria Journal Star
  - Observer
  - Penny Press (neighborhood)
  - Catholic Post
  - Wall Street Journal
  - National Observer
  - Christian Science Monitor
  - House Organs - Professional and Special Interest Papers
  - Read - Scope - Junior Scholastic
- Filmstrips
- Student Guides to Newspaper - Peoria Journal Star
- "Teacher's Guide: Study of the Newspaper in the Classroom" - The Peoria Journal Star
- Modern English in Action - 7th and 8th grade text
- Current literature book
- Scrapbooks
- Photographs
- Wirephotos
- Advertising Mats
- Wire Service Teletype reports

Introduction to Newspaper Unit

Behavioral Objectives:

1. The student will, in an initial class discussion, explore, record, and present student knowledge of purposes of newspaper, jobs necessary to produce a newspaper, and community dependence upon a newspaper.
2. When given a list of out-of-town papers (with addresses), the student will write a letter ordering a copy of the paper.
3. The student, using an old paper before the two-week delivery period, will go through each page and discuss the sections and information available.
4. When given a Student Guide, the student will read and discuss: "The History of Newspapers", "Why Do You Read the Newspaper", "What Do You Read in a Newspaper", "What Do you Expect From Your Paper".
5. The student will clip and bring to class two newspaper articles which interest them and then classify the clipping according to national, international, local, feature, sports, human interest, etc.
6. The students will discover through interviewing how the newspaper is constructed and when and how it gathers its news.
7. The student will locate five related jobs and select one to make a letter of application.
8. The student will read want ads and list job opportunities.
9. The student will illustrate an understanding of the diversification of the "World of Work" by listing ten news stories or feature articles dealing with people in different vocations.
10. The student will find news stories and make bulletin boards showing articles of entertainment, information, interpretation and explanation.
11. The student will develop and maintain a bulletin board illustrating the national and/or international news of the week.

Teaching Composition With the Newspaper As a Resource

I. Teaching Composition

Through the preparation of assignments, the student will demonstrate knowledge, understanding, and skill in the use of the English language to the standards established by the teacher.

II. Understanding of different writing techniques and styles

The student will (to the teacher's satisfaction) demonstrate an understanding of different writing techniques and styles used in the composition of a newspaper by writing for specific purposes as listed in the activities, e.g., persuasion, explanation, interpretation, summarize, give direction, etc.

III. Increase of Vocabulary

The student will demonstrate increased vocabulary, particularly pertaining to the "World of Work", through successfully completing their career-oriented activities (to the teacher's satisfaction).

IV. Application of writing skills, techniques and forms

The student will become familiar with the writing skills, techniques and forms necessary to meet the demands of the business world by successfully completing the assigned activities, e.g., job application, job description, resume, etc. (to the teacher's satisfaction).

The student will demonstrate an ability to conduct correspondence appropriate to the occasion by successfully completing the assigned activities, e.g., purchase order, letter of advice, etc. (to the teacher's satisfaction).

Curricular Correlation:

I. Reading Skills to be Developed

A. Vocabulary Development
B. Critical Thinking
C. Understanding from Context
D. Fact Finding - Specific Statements
E. Develop Ability to Skim Read

II. Textbook Reference

A. Modern English in Action - 8th Grade
  1. "Reading for Fun and Information"- pages 106-111
  2. "Making Better Use of the Newspaper" - pages 156-161
  3. "Thinking Clearly" - pages 176-179

B. Modern English in Action - 7th Grade
  1. "Reading Newspapers and Magazines" - pages 208-214
  2. "Words in Action" - pages 10-37
  3. "Clear Thinking" - pages 172-180

III. Textbook Activities

A. Vocabulary
  1. Students will develop a list of vocabulary words found in the newspaper of job classifications and job related words.
  2. Students will re-write in their own words a news article or story using specific vocabulary needed to relate the information in the original article.
  3. Students will develop a list of specific verbs, adjectives and nouns.
  4. In a ten minute period students will compete to find the largest number of:
    a. specific verbs.
    b. descriptive adjectives.
    c. job related nouns.
  5. A student on an assigned basis will present a new word found in the newspaper to the class.

B. Critical Thinking
1. Students will find and read one news story printed in three or more newspapers from different communities.
2. After reading the three different accounts the student will:
    a. list similarities included and differences found in the stories.
    b. note information included in some accounts and not in others.
    c. students will theorize orally or in writing why there is a difference in the accounts.
3. Students will find and keep a class list of words which express opinion or attempt to persuade.

C. Understanding from Context
1. After reading a news story the students will write or tell the Who, What, When, Where and Why of the article.
2. Student will outline an article presented by the teacher.
3. Student will state the main theme of an editorial in two or three sentences.

D. Fact Finding
1. Student will answer correctly on a mimeograph sheet the following questions:
    a. final score of the baseball game between team x and team y.
    b. time of sunset the day before.
    c. name of the oldest person who's obituary appeared.
    d. price listed of 1967 Pontiac for sale at _____ company.
    e. amount of sugar (or of flour) required in the recipe of the day.
    f. the closing price of a given stake on the American exchange.
    g. the lowest price advertised for a bottle of catsup - list store.
    h. the time of the first evening performance of the main feature at the Palace Theater.
    i. how long has the paper been in publication.
    j. the name of the managing editor.
    k. the name of the main characters in the headline story.
2. After discussing the importance of comparative shopping, roleplay the consumer. Use: want ads (cars, sales, etc., advertisements of grocery stores, clothing stores, etc.)

III. Writing Activities

A. When given a news story, the student will prepare an informal outline showing the sequence of information presented in the story.

B. When given the five "W's" (who, what, when, where, why), the student will write an acceptable news story limited to three paragraphs.

C. The student will write a short interest-arousing headline to fit their story (see above).

D. When given a news story, the student will write a suitable (as determined by the teacher) headline.

E. The student will exchange original stories with other students and proofread and correct using the appropriate symbols (students exchange again).

F. When given a mimeographed article, the student will correct the mechanics using the appropriate symbols. (Number of errors to be found will vary with the ability of students).

G. The student will prepare a review of a book, movie or television show using specific, descriptive vocabulary (to the teacher's satisfaction).

H. When given the assignment of interviewing a working person, the student will interview and write a news article based upon the interview for the paper using good manuscript form, proper vocabulary, and correct usage.

I. Using a selection from the literature or reading book, the student will write an acceptable news story or feature article.

J. Using correct letter writing form, the student will select a classified ad and write an acceptable response.

K. Using correct letter form, the student will write a letter to Ann Landers, exchange letters in the classroom and write a response.

L. When assigned, the student will interview another member of the student body and then write an acceptable feature story about him. The student's stories should include many quotations, background information, physical description, and interesting facts.

M. The student will illustrate his understanding of chronological order and usage of correct sentence structure by creating a short news story based upon a headline presented to him by the teacher.

N. The student will compose a feature story on a topic of his choice using correct sentence structure, spelling and form.

O. Based upon the research of a job of his choice, the student will correctly prepare the following:
   1. a job description.
   2. a classified ad as it would appear in the newspaper offering the job.
   3. a fictional resume of his qualifications which he would use in applying for the job.
   4. a job application form comparable to that which an employer would prepare.
   5. a letter of response to his ad.

P. The student, in a small group, will prepare an acceptable bulletin board illustrating the difference occupations found in producing a newspaper, listing or developing a job description of each.

Q. The student will find the same news story in three or more different papers, list the information that is the same, and list the information that is different. The student will then draw conclusions on to why there is a difference and present the assignment to the teacher in writing.

R. The student will write an acceptable position paper in the form of a "Letter to the Editor" in which he states his opinion pertaining to a community activity.

IV. Writing Skills to be Developed

A. Clarity - coherence - conciseness;

B. Stimulate and hold the interest of the reader;

C. Use a logical development of ideas in news stories and feature stories;

D. Mechanics of writing;

E. Writing for a specific purpose

1. editorial (page 183-8th; page 183-184-7th)
2. news (pages 159, 168-8th; pages 96-7th)
3. human interest (Teacher's Guide - Peoria Journal Star)
4. feature (page 211-7th; pages 161, 195-197-8th)
5. explanation (pages 146-153 -8th; pages 92, 93, 97 - 7th)
6. direction giving (pages 92-97 - 7th; pages 146-148 - 8th)

V. Textbook Reference

A. English in Action - 8th Grade

1. "Describing"- pages 40-45
2. "Explaining"-pages 146-153
3. "Making Better Use of the Newspaper" - pages 156-161
4. "Reporting" - pages 164-173
5. "Persuading Others" - pages 182-187
6. "Writing Imaginatively" pages 190-197
7. "Handbook of Grammer and Usage"

B. English in Action - 7th Grade

1. "Words in Action" pages 10-37
2. "Writing Creative Sentences" - pages 40-44
3. "What's in a Paragraph" pages 78-83
4. "Making Things Clear" pages 92-97
5. "Writing Letters" pages 118-131
6. "Telling How You Feel" page 182-189

7. "Reporting" pages 216-227
8. "Handbook of Grammer and Usage"
    a. "Punctuation" pages 353-365
    b. "Effective Sentences" pages 412-417
    c. "Sentence Patterns" pages 430-434

NEWSPAPER

RESOURCES:

People:
Miss Sally Whelan, Director of Educational Services
Paper boys, Printers, Linotype operators, Circulation managers, Reporters, Photographers, Artists, Editors, Advertising salesman (there are 50 or more that could be used)

Places:
The Journal Star
The Observer (Junction City)

Things:
Newspapers, Photographs, Wirephotos, Drawing paper, Textbooks (Reading & English), Scrapbooks, Library books, Student Guide from the Journal Star, Comics, Notebooks,
Filmstrips: "The Newspaper in America" - 6 color filmstrips with 33-1/3 records
Decker-by SVE
Films: 16mm sound films loaned by the Journal Star
"Newspaper" - 15 minutes, color
"A Newspaper Serves Its Community" - 14-1/2 minutes, color

CURRICULAR CORRELATION:

Reading:
Each student had a copy so time was spent each day reading the newspaper for 2 weeks.
Special articles were selected to find material, develop critical thinking, and vocabulary lists.
Reading for mistakes -- to uncover grammatical errors, or typographical errors.
Word hunt games - Fact hunt games.
Pleasure reading.
Comparison study - each ordered out-of-town paper and compared style, printing, etc.

Language Arts:
Comics used to teach the proper use of quotation marks - textbooks as guide.
Verbs were uncovered in certain articles.
Printed a story with no punctuation or capitalization...Each student checked own with the newspaper copy.
Textbook guide -"How to Write a Newstory"
Feature articles.
Editorial writing - Index, How to use.
Interviewing skills were developed.
Thank-you notes, Creative writing.
Vocabulary built - special articles collected to cover specific topics.
Foreign Newspapers made communication a necessity.

Science:	Weather charts, maps, graphs on temperature for a week Temperature changes in Peoria - across nation Research - new breakthrough - people in the news connected with science.
Social Studies:	National election - political writers Poverty - pollution - new laws - old laws challenged in the courts. Discussions - Why is this story on the front page... ? World, national, local, state news - map study - bulletin board location of stories by the day.
Career Awareness:	How many could we locate in Peoria in one day -- is the job market changing?

INCORPORATION

The teaching of a unit on newspapers leands itself naturally to that of Language Arts.

Students can, through the various steps of publishing, see the needs of spelling, punctuation, and sentence structure.

They can see the need of writing stories and sentences in complete thoughts and most important, writing related events in the order in which they occur.

A teacher, by teaching the "Five W's"-- What, Why, Who, Where, and When, can make sure that the children do not leave any information out of their stories. These five steps are also important in teaching children to outline before they begin to write.

The newspaper can be used for an Art unit. The need of art in the World. Teachers can talk about how emotions can be evoked in pictures - like editorial cartoons which may formulate more ideas than a story.

Cartoons also are a simple art form that tells a story -- detective, humorous, serious or continuing.

These are just some ideas. We could go on to Math for the managing part of a newspaper. The list is almost endless.

It is also important that while teaching the units, whether Math, Art, Literary or Language Arts, that we are also teaching the children skills and maybe directing their minds to a potential job. Helping them improve their study habits and relating them to job habits. Exposing them to a job family of workers and understanding the need of diversity in the world outside of school.

You can use newspapers in your Social Studies unit, not just for current events, but beyond.

The teacher should be able to explain about communication, how printing or the inventing of printing now affects everyone's life. How in the times of the Greeks and the Romans - news spread slowly - how most people could not read, but that most people would wait at public boards to be read the news, of military victories, or births, deaths, marriages or even divorces.

These bulletins later became newsletters, but still no vast spreading of news, that is until the invention of printing tools. What better way to start a unit on the Renaissance.

What about America? The spreading of news that led to revolution. Their influence on the people--Horace Greeley, Benjamin Franklin, etc.

THE COLUMBIA JOURNAL

RESOURCES:

People: Teachers, principal, student teachers, secretary, mothers, students, Director of Educational Services (Peoria Journal Star), Librarian

Places: Columbia School (local businesses in a 20 block area)
District 150 personnel - Mr. Doug Wells

Things: Application form to apply for selection on the newspaper
Filmstrips: "The Newspaper in America"
6 filmstrips with records
Organization forms
Business forms
Advertising copy
Training of salesman through use of interviews (roleplaying)
Paper, pencils, typewriters, mimeograph, subscriptions, ciruclation tools, imagination, newspapers, library, Encyclopedias

CURRICULAR CORRELATION:

Reading: Filling in application
Writing sample story
Study of library books on the organization of a business
Career descriptions - deciding where they felt they would like to apply

Language Arts: Training to interview
Note-taking
Writing with the 5 W's (Who, What, When, Where, Why)
Creative writing
Factual reporting
Proofreading
Artist
Copy Writers
Salesmanship - technique

Math: Business organization - business manager chosen by application and work on special math proficiency sheet
Delegation of responsibility
Advertising rates
Classified advertising department (cost)
Subscription sales - discount over single copy
Circulation, assembly, bank account, checking account

Health and Safety: In selling ads and meeting public - care on the streets
Personal appearance - discuss the image we want to portray in the Representative of Columbia Journal - polite manners (SMILE, THANK-YOU)

VISIBILITY:

1. Monthly newspaper published by a staff of 50 - each working only in that area which interests him.
2. Development of contract for advertising
3. Delivery of subscription, by circulation.
4. Profit show due to Business Manager and his staff.
5. Pride - awareness of the necessity of each to do his job - respect for the importance for each individual...
6. Revised application form.
7. Interviewing, selling skills -- meeting the managers of the stores in our areas.
8. Reports to school of the dedication of the salesman.
9. P.R. concept.
10. Skills, attitudes, etc. of applying for a job.
11. Need for security in job (pre-interview)
12. Developing sense of use of money, etc., through a business.

NEWSPAPER STUDY SHEET - SCRAPBOOK PROJECT

One of the best ways to be sure you remember what you have learned about newspapers is to add to your EXPERT SCRAPBOOK. TRY TO MAKE YOUR SCRAPBOOK AS NEAT AS POSSIBLE. USE NOTEBOOK PAPER SO YOU CAN PUT THEM ALL TOGETHER WITH A COVER DESIGNED FROM NEWSPAPERS... Keep list of new terms -- A GLOSSARY.

Here are your assignments:

Assignment #1

1. Clip an example of a news story with a by-line. Label the by-line.
2. Clip a news story with no dateline and no wire service symbol. Label "Local News Story".
3. Clip a story with both a dateline and wire service symbol. Label it "Wire Service Story."
4. Clip a story that has a by-line, a dateline, and a wire service symbol. Label it "Wire Service Story."
5. Clip an index or a table of contents from page one. Label it "Index."

Assignment #2

1. Clip a summary lead. Label the "Who?, What?, When?, Where?, Why?, and How?
2. Clip an EDITORIAL. Label it Editorial or Opinion.
3. Clip and label a LETTER TO THE EDITOR.
4. Clip and label a POLITICAL COLUMN.
5. Clip and label a POLITICAL CARTOON.
6. Clip the FLAG - Label it and put in color blue the price, yellow page numbers.

Assignment #3

1. To keep your newspaper scrapbook up-to-date, find the following in your newspaper. Clip and label.
    a. Shocker lead
    b. Question lead
    c. Quotation lead
    d. Contrast lead
    e. Sports column
    f. Baseball or football box score
    g. List of sports statistics
    h. Sports calendar or schedule

Assignment #4

1. To show examples of news and features commonly found in the women's pages, clip as many of the following as you can find, label them, and paste them into your scrapbook.

   Engagement or wedding announcement, wedding anniversary story, personality sketch, recipes, handicrafts story (knitting, sewing, leather, basketry, crocheting, painting), gardening instructions, home decorating feature, child-rearing article, clothing fashion news, money management articles, women's page columnist, men's interest story, horoscrope, "Love Is" cartoon.

Assignment #5

1. Clip examples of the following, label them, and paste them into your scrapbook:
   a. talking animal comic
   b. realistic comic
   c. satirical comic
   d. serialized comic
   e. one-panel comic
   f. serialized story
   g. crossword puzzles
   h. children's activity feature

Assignment #6

1. Clip examples of the following, label them, and paste them into your scrapbook:
   a. television schedule
   b. television column
   c. television advertisement
   d. movie theater advertisement
   e. movie column
   f. critical review (tv, movie, play, etc.)

Assignment #7

1. Clip examples of the following, label them, and paste them into your scrapbook:
   a. single-column headline
   b. multiple-column headline
   c. two-deck headline
   d. one-line headline

Assignment #8

1. To show examples of the types of materials found in the financial section, clip as many of the following as you can find, label them, and paste them into your scrapbook:
   a. a small part of the stock exchange transactions
   b. a local business column

  c. a national business column
  d. a local business news story
  e. a syndicated or wire service business news story

Assignment #9

1. For extra credit add these items to your notebook, and label them:
   a. weather prediction - forecast for Peoria
   b. national weather map
   c. classified advertisement
   d. display advertisement
   e. write an example of a letter to the editor
   f. write a news story (use the 5 W's and H)
   g. draw a political cartoon
   h. draw a comic strip

Assignment #10

1. Keep a list of all the careers you notice during our study of the newspaper. AWARD to winner of highest number of careers collected by one individual. BLOODHOUND OF THE WEEK AWARD - for the most errors found in this week's newspaper.

THINK OF SOMETHING FROM THE NEWSPAPER THAT YOU HAVEN'T CLIPPED, LABELED, OR PASTED... TELL ME I FORGOT TO INCLUDE IT IN THIS OUTLINE!!!

CAREER AWARENESS UNIT FOR EIGHTH-GRADE HISTORY
A NATION OF WORKERS: 1865-1970

I. Behavioral Objectives:

A. The student will name the new resources which led to a new age of industry.

B. The student will discuss, orally or in essay form, _____(number) ways in which business changed as America's industries grew.

C. The student will discuss _____(number) new forces which changed the farmers' lives.

D. The student will list _____(number) ways in which water transportation and railroads improved.

E. The student will list _____(number) ways in which travel by road and air improved in the Industrial Age.

F. The student will discuss _____(number) new inventions which revoluntionized communication.

G. The student will demonstrate understanding of America's changing boundaries and transportation routes by constructing maps and identifying places on outline maps.

II. Implementation

A. The teacher will arrange with the librarian for library time and career awareness materials to be available.

B. The teacher will make available and supervise the use of supplementary history books, magazines, newspapers, biographies, relevant fiction, and films. (A list of recommended films is appended.)

C. The students will prepare to play roles of many occupations from 1865-1970, correlating the modern counterpart of the eighteenth-century predecessor, if possible. Some jobs will have become totally obsolete, a fact which the students should demonstrate awareness of. The students should be alert to discover those present jobs which are likely to meet a similar fate.

D. The students will present skits that illustrate the various occupations of the past and present.

E. The teacher will instruct the students in interviewing techniques.

F. The student will interview their classmates in their various roles as workers of the past and the present.

G. The teacher will arrange career visits, as many as possible, chosen from the appended list.

H. The teacher will arrange for in-class interviews with people in relevant occupations. The students will write letters of invitation and appreciation.

III. Evaluation

A. The students will make notebooks which demonstrate mastery of all behavioral objectives. These notebooks will consist of essays, charts, drawings, maps and graphs.

B. Evaluation may include tests for behavioral objectives if the teacher wishes to make use of such devices.

C. The students will arrange and conduct a panel discussion in which they demonstrate understanding of the changes in the world of work from 1865 to 1970 and possibly some predictions on the world of work in the future.

PLACES TO VISIT

Lakeview Center
Peoria Historical Society
Exposition Gardens Museum of Yesterday
Flanagan Mansion
Caterpillar Tractor Company
Cilco (Historical Display)
Bell Telephone
City Hall
Court House
Peoria Park Pavilion
Peoria Heights Tower (View of transportations means)
Hiram Walker
Association of Commerce

JOBS TO STUDY (OLD AND NEW)

Blacksmith
Tinsmith
Carpenter
Well Digger
Barber
Politician
Mortician
Military person
Candlemaker
Telegrapher
Butcher
Druggist
Doctor
Dentist
Teacher
Newspaper writer
Newspaper typesetter, etc.
Farmer
Minister (priest, rabbi)
Machinist
Welder
Molder
Tool and Die maker
Plumber
Telephone operator
Train engineer
Barge operator
Business executive
General store operator
Modern store manager
Dressmaker
Shoemaker
Glass blower
Clothing manufacturer

FILM LIST, "A NATION OF WORKERS"

1.	Exploring a Harbor	#165
2.	Freight Train	#187
3.	Ocean Voyage	#658
4.	Passenger Train	#361
5.	Travel in American in the 1840's	#483
6.	Tugboats	#486
7.	The Negro and the South	#455
8.	Clothes We Wear	#106
9.	Cotton	#115
10.	Heat Treatment of Steel	#218
11.	How is Clothing Made? The Story of Mass Production	#614
12.	Pipes in the House	#379
13.	Rubber in Today's Work	#411
14.	Steel and America	#290
15.	Wool	#532

CAREER AWARENESS UNIT FOR SEVENTH-GRADE SOCIAL STUDIES
THE NORTHEAST SUBREGION

I. Behavioral Objectives

A. The students will name _____(number) favorable topographical features and climates of the Northeast.

B. The students will list _____(number) agricultural products of this subregion.

C. The students will demonstrate knowledge of the occupations in this area by roleplaying such occupations as wheat farming, coal mining, fishing, steel working, truck farming, etc.

D. The students will list _____(number) factors which have contribued to the development of manufacturing in the Northeast.

E. The students will, given a map-reading task, correctly (1) locate points of interest in a metropolitan area, (2) draw routes between and within cities, and (3) estimate distances.

F. The students will write down, in essay form, _____(number) factors which led to the growth of giant metropolitan areas and correctly describe the probable future growth.

G. The students will correctly describe, in essay form, the effects of this growth on the standard of living in this area.

H. The students will correctly describe, in essay form, the adverse effects of this growth on the people and the land.

II. Implementation

A. The teacher will make available in the classroom such various resource materials as books, filmstrips, magazines, newspapers, maps, etc.

B. The teacher will, if possible, get help from the librarian in reserving library time and materials.

C. The students will prepare themselves to play the roles of the people in the various occupations of the region through intensive study.

D. The teacher will instruct the students in interviewing techniques.

E. The students will engage in roleplaying, interviewed by their classmates.

F. The teacher will, if possible, arrange career visit(s) to a farm, any local industry, the stockyards, a transportation center, a coal mine, a barge, a cannery, the Northern Regional Research Laboratory, and/or the Peoria Lock and Dam.

G. The teacher will arrange for an in-class interview with a person or persons in related career(s). To prepare for an effective interview, the teacher will determine in advance what questions the visitor considers important. The students will write a letter of invitation and, following the interview, a letter of appreciation.

III. Evaluation

A. The students will compile notebooks which include material to demonstrate their mastery of the behavioral objectives.

B. The teacher may, if he wishes, administer a test which covers the behavioral objectives.

IV. Curricular Correlation

A. Reading - library work, research, vocabulary building.

B. Language Arts - letter writing and essays for notebooks (Language Arts teachers may wish to expand some aspect of this unit into a term paper.)

C. Mathematics - map reading, figuring distances, interpreting map scales.

D. Science - climates, communications, technology, soil, scientific farming.

BEST COPY AVAILABLE

CAREER EDUCATION CAN HELP CHILDREN WHO EXHIBIT LEARNING PROBLEMS

Career Education is the answer for children who exhibit learning problems. The child has a chance to develop:

- Self-Awareness
- Educational Awareness
- Career Awareness
- Economic Awareness
- Social Awareness
- Decision making ability
- Strengths and Weaknesses
- Embolyability Skills
- Attitudes and appreciation for the world of work

Children classified as a Learning Disabilities usually have problems in the following areas:

1. Language
2. Motor
3. Perception

If we are to offer a curriculum which will help a child in learning disabilities, that curriculum needs to start with that child and his needs.

Needs Assessment for Various Children in a Classroom

Name	Motor-gross fine	Language	Perception	Social Skills	Academic Skills
John	motor-fine gross-fine	o.k.	poor	poor	low
Dan	o.k.	o.k.	needs visual help	o.k.	poor
Mary	fine	needs to follow dir.	o.k.	needs expand.	good
Pat	fine-poor	slow	auditory problem	o.k.	good
Norm	gross-poor	unsure	o, k.	could improve	average
Paul	good	knows "blue" language well	?	bully leader	o.k.
Ikabod	?	good	not sure	good	very good
Mycella	needs much help	one word sentences	dreamy	?	not sure
↓	↓	↓	↓	↓	↓

More specific needs assessment for John:

1. Needs to learn how to make friends.
2. Needs to learn how to cope with his hyperactivity.
3. Needs opportunities to develop gross and fine motor.
4. Needs to learn the importance of the correct foods in relation to what his body can do.

Strengths:

1. Interest in animals.
2. Ability to communicate.
3. Ability to relate well to adults.

ACTIVITIES AND CURRICULAR CORRELATION:

Reading:

Tracing animal forms.
Labeling animals.
Animal alphabet.
Animal stories - various levels.
Experience charts - bulletin boards.
Booklets.
Vocabulary lists.
Cut pictures.
Record happenings.

Language Arts:

Interview persons who work with animals.
Tape animal sounds.
Write individual stories and thank-you notes.
Order food.

Math:

Count money.
Construct and measure animal shelter.
Count wild animals seen.
Compare sizes and needs of animals.
Describe portions of food in relation to size.
Mix food according to specifications.
Keep records on animal diet.
Work out budget.
Word problems involving animals.

Social Studies:

Training an animal process - needs to be spelled out step by step.
Needs of animal as compared with house construction.
Animals versus machines.
Location of animals around the world - maps.
Usefulness of animals in our society.
Animals in history.
Famous animals.
Happy versus sad animals.
Domesticated versus wild animals.

Science:

Balanced diets for animals.
Box-a-diet.
Discuss cold blooded versus warm-blooded animals.
Firefly-light-no heat-animal heat.
Hibernation.
Watch changes in animals.
Fish - gills/lungs.
Germs - how animals transmit.
Hides - fur/leather.

RESOURCES:

In thinking of the Learning Disability Child which areas of strength and weakness, let us think about animals. Most children like animals and the breadth of what might be covered can be limited only by the imagination or enthusiasm of the learner.

Animals - Working Animals

Policeman with his German Shephard.
Blindman with his seeing eye dog.
Sheepherder with his sheep dog.
Scientist with his rats/mice on diets.
Garageman with his watchdog.
Hunter with his dog.
Oceanographer with his porpoise.
Beekeeper with his bees. (On Route 24 between Washington and Eureka)
Farmer with his work horses.
Mounted policeman with his horse.
Ferret keeper with his ferret.
Hunting hawk keeper with his hawk.
Chicken Farmer with his chickens.
Cattle Grower with his cattle.
Sheep Raiser with his sheep.

Food that comes from animals may be brought to living awareness by:

A storekeeper
A butcher
Scientist that has mice/rats
Meat market director
Cook
Doctor
Dentist
Farmer
A Dietician
A Nutritionist
Nurse
Director of home for aged
Physical therapist
Food dmonstrator

Pleasure Animals:

Pet owner
Lonely person who has a pet for a companion
Bird watcher
Wild animal watcher
Bee/wasp watcher
Insect watcher
Biologist

- Zoologist
- Stuffed animal owner
- Taxidermist
- Stuffed animal maker
- Horseback rider

Show Animals:

- Judge at an animal show
- Animal shower
- Groomer
- Trainer
- Obedience school
- Professional shower
- Handler
- Pet shop keeper
- Acquarium shop keeper
- Hamster raiser
- Gerbil keeper
- Zoo keeper
- Circus animal trainer

PLACES: This is written in same order as people

Working Animals:

- Police station
- Blind center
- Sheep farm
- Rat laboratory/mouse laboratory
- Garage - Macomb Chevrolet
- Sportsman Club
- Wild Kingdom - TV show
- Jacques Cousteau - TV show
- Beekeeper shop
- Horse farm
- Somewhere mounted police ride
- Ferret farm (movie)
- Hawk trainer (zoo)
- Chicken farm
- Dairy farm
- Beef farm
- Sheep farm

Where one might visit to learn about food that we get from animals:

- Store
- Butcher shop
- Laboratory
- Meat market
- Restaurant - Ramada Inn - Bishops
- Doctor - office - talk about growth

- Dentist - office - show how food affects teeth
- Farm
- Diet kitchen
- Hospital
- Home for the aged
- Physio-therapy room
- Food kitchen
- Taste room (Northern Regional Laboratory)

Where one might visit pleasure animals:

- Pet shop
- Person who has pet
- Audubon society
- Academy of Science
- Northern Regional Laboratory
- Bradley University
- Toy making shop
- Taxidermy shop
- Riding stable
- Sewing shop

Where one might visit show animals:

- Dog show
- Animal show
- Circus
- Zoo
- Pet shop
- Acquarium
- Outdoors
- Backyard
- Woods
- Creeks
- On walks
- Yards
- Grass - sidewalk
- Indoors

THINGS:

- Animals - stuffed, real, wild
- Films - filmstrips
- Tape recording
- Paper-pencil
- Comfort materials
- Food
- Habitat
- Record player - records

VISIBILITY:

1. Oral expression of career visits
2. Bulletin board display
3. Individualized booklets
4. Sharing pets
5. Work out steps in learning to care for/ watch/ appreciate an animal
6. Charts
7. Reproduction of animal homes
8. Sewn animals
9. Puppets
10. Create "Box-A-Job" on animal workers

All people in occupations, places, and things have been mentioned that might be included in learning about animals; however, if we are to keep the child's needs in mind we need to think how this will relate to a particular individual's learning. From the needs assessment sheet, Career Education content can easily be included thus:

PROGRAMMED CAREER EDUCATION BY NEEDS

Name	Motor Gross-Fine	Language	Perception	Social Skills	Academic Skills
John	Build animal reproductions. Trace animals. Color/paint ". Make day ".	Can work with Dan on puppet play or telephoning.	Compare sizes and proportions. Do measuring.	Work out a play with Pat and then show aide.	Keep vocab lists. Help with bulletin board.
Dan	Plan or sketch animal picture. Do set up procedures.	Work with Paul on stories class might like.	Do tracing, measuring, & comparing.	Work with Ickabod in planning.	Make alphabet list of animals. Sort pictures, arrange.
Mary	Write stories. Plan songs. Organize ditto sheets.	Icabod could help write-direct. May tell class what needs to be done.	Since Mary can do ok if she reviews - give her opportunity to tell about.	Include her with Norm and Mycella.	Let her help Dan with his list.
Pat	Take Paul's ideas and see if he can work them out.	Choose someone who can present stories.	Select tape recordings that will show animal sounds.	Working with John.	Finding new Material that may be used.
Norm	Select animal exercises that can be done. Do exercises with dog.	Opportunities given for oral expression - puppet show.	Planning next steps in proj. Helping to organize.	Opportunities to experience good working together.	Organize booklets. Compile word lists.
Paul	Cut patterns. Draw ideas. Assemble problem.	Learn 'other" languages that animals use.	Get involved with hand activities. Assemble pattern ideas.	Talk over leadership ideas and try working out steps.	Formulate stories about animals. Switch characters in stories.

A more specific plan for a child like John would include:

1. Needs to learn how to make friends.
   - Given opportunities to work with different children on projects concerning animals if that is topic.
   - Steps in making friends reinforced.
   - Attempts to share recognized.
   - Skills needed to make friends verbalized/dramatized.
   - Undesirable skills mentioned and compared with previous success experiences.

2. Needs to learn how to cope with hyperactivity.
   - Discover through seeing a pattern what another person does with being overactive.
   - Given opportunities to move in a larger activity.
   - Understand the difference between purposeful and non-purposeful activity.
   - Describe what a comfortable situation for him is like.
   - Select from a series of acted

3. Needs opportunity to develop gross and fine motor skills.
   - Allow any purposeful activity that includes large movement - making large mural, walking, running, moving around.
   - Encourage movement in project.
   - Select activities that include movement.
   - Cutting, pasting, tracing, drawing helps fine motor. skills.

4. Needs to learn correct foods in relation to body.
   - Learn balanced diet by keeping and feeding mice.
   - Plan a variety of diet and record results.
   - Combine doctor, dentist, dietician skills in box-a-job.
   - Discover what happens when diet is not balanced.

How to test to see if John's needs have been met:

1. Needs to learn how to make friends.
   - He will talk about a friend.
   - Someone will be with him.
   - You will notice him sharing.
   - Other children will ask about John.
   - There will be less need for adult approval.

2. Needs to learn how to cope with hyperactivity.
   - The group will accept his movement by seemingly not noticing.
   - John will take activity which allows for movement.
   - There will be less movement sometimes than others.

3. Needs opportunity to develop gross and fine motor.
   - He will show enjoyment by choosing new activities that he can do.
   - He will encourage others to try what he is doing.
   - Cutting, pasting, tracing, drawing will be easier and neater.
   - He will select movement activities to do.

4. Needs to learn correct foods in relation to body.
    He will be seen eating foods he never ate before.
    He will enjoy Dr. Suess's book "Green Eggs and Ham".
    Mother will tell about new foods he is trying.

LEARNING DISABILITY CHILD

Curricular Correlation:

Reading:
Stories of truck drivers.
Stories of and by famous interior decorators.
Stories about children in other countries and their homes.
Books on furniture construction.

Art:
Making furniture out of construction paper.
(Color and design materials, etc.)

Language Arts:
Oral discussions on furniture and color accessories (pillows, drapes, rugs, etc.) used in their own homes.
Discuss colors and combinations they like or dislike.
Various types of furniture - colonial, early English, Chinese or Louis XV.
Filmstrips of famous homes - White House, Monticello, Mount Vernon.
Trips through Dickson Mounds (Indian Homes) - St. Petersburg.
Lincoln's home. Discussion following a trip.

Math:
Addition - by adding prices of various prices of furniture - list prices of all things needed to furnish a room. Subtraction - having so much money ($2000) what would you purchase and subtract from amount. Balance - bills, statements, writing checks, etc. Multiplication problems - price of 1 sheet what would 3 cost? - 1 table or 3 tables, etc. Fractions can be used - measuring - 1/2 yard of material.

Social Studies:
Collect pictures of homes around the world.
Collect pictures of furniture used in homes around the world - beds, hammocks, mats, etc.
Wood used in furniture - cherry, walnut, mahogany, bamboo, ice shelf.
Temperature, climate, resulting in tree growth.
Tile making - various clays, stone (marble top tables) fireplaces.

Science:
Discuss various points and composition of point and varnish-scientists role in paint making - also in carpets - rubber backing - dyes, yarns - 501 fibers - look at slides of fibers through microscope. Filmstrips of a rug manufacturing plants, paint manufacturer, weavers, etc. Fire proofing quality of materials used. Raising cotton plants - silk worms - color coordinates.

RESOURCES:

People:
Speaker - helper on a furniture truck
Speaker - window display worker
Speaker - furniture arranger in stores
(Ethan Allen, Cohen's, Prospect)

Places: Trips to various furniture stores.

Things: Pictures from interior decorating magazines.
Doll house.
Rearranging furniture in classroom or at home.

VISIBILITY:

1. Children will have a feeling of success and accomplishment following visits of speaker and tours.
2. Letters written as "thank-you" notes to all people on the visits or speakers.
3. Make a display of homes, interior, furnishings.
4. Invite parents, other rooms, friends to see displays.
5. Make booklets of their favorite rooms.
6. Have children decorate bulletin board in room and the one in a hallway so their ideas can be shared with others.
7. Make a mix-up rooms and see if they can straighten them out (as bathtub in the livingroom).
8. Use tape recorder with questions and have them check off items on a mimeograph sheet.
9. Make up test sheets with multiple pictures for choices and comparisons.
10. Have children label drawings or pictures - period furniture, etc.
11. Encourage children to make a stage with various furnishings - furniture-puppets.
12. Model homes - rooms.

FOOD PRESERVATION

General Goal:

To develop awareness of careers involved in food preservation industry and to use this awareness to make academic learning more relevant to students.

Career Visits:

Tanner's Orchard
Libby's in Morton
Muirison Labels

People:

Cannery workers
Seasonal workers who harvest crops
Delivery workers
Printers for labels
Workers in frozen food industry

Academic Areas:

Science:

(Behavioral Objectives)

1. The student will correctly state optimum temperatures for freezing and storing frozen foods.
2. The students will correctly state optimum temperatures and times for cooking various foods.
3. The students will correctly state the value of pectin and sugar in making jelly. The student will then name two fruits which are high in pectin content.

(Activities)

1. Study pamphlets from U.S. Agriculture Extension Service.
2. Compare texture and quality of foods stored at various temperatures.
3. Study pamphlets as above to learn about: (a) destroying harmful bacteria especially in canned foods, and (b) loss of vitamins in cooking various foods.
4. Cook foods for various lengths of time, wrapping in plastic to be able to observe spoilage.
5. Students will make apple and grape jelly.
6. Students will study pamphlets as above.

Language Arts:

(Behavioral Objectives)

1. The student will write an acceptable note (to the teacher's satisfaction) arranging an appointment for a field trip to Libby's Cannery in Morton.

2. The student will write an acceptable experience story (to the teacher's satisfaction) about their field trips.
3. The student will correctly describe _____(number) ways of preserving food.
4. The student will correctly read labels on food to find the size, serving, and nutritional content.
5. The student will describe the contents of an acceptable thank-you note to be sent to the companies involved in the field trips.

(Activities)

1. The class will decide on the content of the note, appointing a smaller committee to write the note in finished form.
2. The teacher will write down the group effort of the class to create the story, which each child can copy from.
3. The children will match food items with preserving process which may be used. For example, corn maybe frozen or canned.
4. The children will collect wrappings from food to be exhibited in the classroom. Each child will choose a label and give the designated information.
5. The class will have a committee to write the thank-you notes in finished form.

Math:

(Behavioral Objectives)

1. The students will correctly figure the difference in cost of different brands of the same products.
2. The student will correctly figure the cost per can if the item is purchased by the can or by the case load.
3. The student will correctly measure and follow directions to make jelly.

(Activities)

1. The class will taste the different foods making a chart with fresh, frozen, and canned at the top. The class can then tally by a show of hands which way of preservation they liked the best.
2. The students will take a field trip to the store buying different brand labels of three or four items. On the board the students can tally the different prices.
3. The children will take a trip to an outdoor or roadside stand to compare the price of various items packaged in a peck or bushel container.
4. The children will use measuring units used in making the jelly. They can take empty jars and use magic markers to mark off the different ounce units, thus creating their own measuring unit cups.

Geography and Social Studies:

(Behavioral Objectives)

1. Given a map of the greater Peoria area, the student will correctly trace the route to Morton, to the Murison Label Company and the school building.
2. The student will list five foods that are processed in the area.

(Activities)

1. Children will map and mark route to Morton before the trip.
2. Children will follow routes on their own maps during the trip.

Art:

(Behavioral Objectives)

1. The student will cooperate in making food charts.

(Activities)

1. The class will make a mural depicting different food items from the grocery stores that they visited.
2. The children will design labels and paste them onto empty cans to create a decorative effect.
3. The children will depict themselves on one of the field trips. The class will have to correctly identify each trip.

PEOPLE WHO WORK WITH PLANTS

General Goal:

To develop awareness of careers involved in working with plants and make use of these workers to make academic learning more relevant to students.

People in Occupations:

Nurseryman
Salesman
Gardener
Lawn maintenance man
Tree trimmer
Florist
Flower arranger
Farmer
Vegetable gardener
Scientist

Career Visits:

Hoerr Nursery Farms
Florist

Language Arts:

(Behavioral Objectives)

1. The student will correctly write, dictate or copy invitations to workers to be interviewed.
2. The student will correctly label _____(number) parts of plants.
3. The student will use _____(number) words from vocabulary list in oral sentences, written sentences, or spell them from a spelling list.
4. The student will develop at least one relevant question (as determined by the teacher) which has not been asked before.

(Activities)

1. Children will investigate and discuss proper forms for letters.
2. Children will form committees to write, dictate, and copy letters.
3. Children will make transparencies of plants with parts labeled.
4. Children will make drawings of plants with parts labeled.
5. Children will dictate vocabulary list.
6. Children will make charts of vocabulary list.
7. Children will choose which of the above objectives they will fulfill.
8. Children will be given many opportunities to roleplay interviews.
9. Children will be given opportunities to interview teacher.
10. Children will be made aware of the objectives given above.

Science:

(Behavioral Objectives)

1. From a list of five, the student will select three elements which are necessary for most plant growth.
2. The student will describe (to the teacher's satisfaction) how nutrients flow from the roots of the plant to the top of the plant.
3. The student will correctly label parts of a plant (verbally or in writing) from a picture or a real plant.
4. The student will identify 75% of the plants on school grounds.

(Activities)

1. Experiments will be carried out with plants growing without water, without sun, and without good soil.
2. Charts and pictures will be made of each experiment.
3. Experiments will be carried out with celery and flowers, placing the roots in a solution of dye.
4. Pictures and charts will be made of the experiment.
5. Each child will grow a bean plant at the side of a glass jar.
6. Each child will make a drawing of his plant, adding and labeling each part as it develops.
7. Children will map grounds and identify on map.

Math:

(Behavioral Objectives)

1. The student will correctly count out the change from a dollar when buying a package of seeds.
2. The student will correctly record the growth of plants used in the classroom.
3. The student will select appropriate containers to be used and correctly measure the amount of soil needed.
4. The student will, through the use of scale, correctly map school grounds, the plants which are on the grounds, and the trees which are on the grounds. The student will then correctly identify particular plant or tree which has been pointed out on the map.

(Activities)

1. Each child will be given the opportunity to "buy" his seeds from the committee with toy money.
2. The committee will be given practice in counting out change before the sale starts.
3. The committee will be given instruction in the use of a ruler.
4. The committee will make growth charts with the use of the ruler.
5. Committee will collect measuring devices.
6. Committee will measure amount of soil for each container, using various devices.
7. Children will be given instruction in the use of linear measurement, and several opportunities to measure items in feet.
8. Children will be given opportunities to draw small items, changing feet to smaller units of measurement.
9. Children will measure school grounds and school buildings and change these measurements to smaller units.

10. Children will make a map of school grounds, using the smaller units.
11. Children will measure locations of plants and place them on the map.

Art:

(Activities)

1. Children will draw plants and use differnt seeds glued to drawing to make a picture. This will also give practice in fine motor skills.
2. Children will make flower arrangements of fresh or dried flowers, of flower arrangements. Children will also choose three which are pleasing and discuss what factors make them pleasing to the eye.

Geography and Social Studies:

(Behavioral Objectives)

1. Given a U.S. map that does not have the states identified by name, the student will point to the State of Illinois.
2. Given a map of the school grounds, the student will correctly identify (verbally) the following directions: north, south, east and west.

(Activities)

1. A committee will make a large map of the U.S. with planting zones with an opaque projector. Illinois will be marked with a bright color.
2. A committee will make a transparency map of the U.S. with planting zones. Illinois will be marked with a bright color.
3. A committee will use a zone of hardiness map and a garden encyclopedia to discover some plants which can be planted outside in Illinois.
4. Children will identify and mark directions on the large map of the school grounds.
5. Directions will be marked on the walls of the classroom.
6. Children will be asked to use these directions, e.g., "On which side of the building will the bus arrive?" "On which side of the building will we play today?"

RESOURCES:

Books:

Let's Learn the Flowers - Marshall McClintock
The True Book of Plant Experiments - Illa Podendorf
The First Book of Wild Flowers - Betty Cavanna
The First Book of Plants - Alice Dickinson
Green is for Growing - Winifred and Cecil Lubell
What is a Plant? - Gene Darby
The Flower - Mary Louise Downer
Play With Seeds - Millicent E. Selsam
Seeds and More Seeds - Millicent E. Selsam

Movies: from the IMC

"Flowering Plants and Their Parts"
"Flowers: Structure and Function"

G-18

"From See to Grain"
"Carnivorous Plants"
"Flowers at Work"
"Seed Dispersal"

RESTAURANT WORKERS

Planned for Special Education 9-10 year old EMH

I. Introduction to the unit.

A. OBJECTIVES:

1. The student will correctly name at least five restaurant workers. (To the teacher's satisfaction)
2. The student will correctly describe the duties of various restaurant workers. (To the teacher's satisfaction)

B. ACTIVITIES:

1. Visit the school lunchroom.
2. Interview cafeteria workers.
3. Discuss organization of lunchroom procedure.
4. Point out the delineation of responsibilities.
5. Compare different types of eating places.
6. Survey city telephone directory for eating places.
7. Select an eating place and visit.

II. Waiter - Waitress

A. OBJECTIVES:

1. Given a roleplaying task, the student will correctly demonstrate an awareness of the duties of waitress and waiters.
2. The student will correctly describe three characteristics of a menu.
3. Given the necessary articles, the student will correctly set a dinner table.
4. The student will verbally define (to the teacher's satisfaction) at least three restaurant-related terms.

B. ACTIVITIES:

1. Dramatizing a restaurant situation in the classroom
2. Collect and compare menus from various places.
3. Write their own menus.
4. Practice setting and clearing a table.
5. Label food pictures with appropriate names.
6. Classify food in terms beverage, main meal, and dessert.

III. Busboy

A. OBJECTIVES:

1. The student will correctly set up and clear off a table (to the teacher's satisfaction).
2. The student will describe five rules of safety in a restaurant.
3. The student will correctly label at least _____ (number) restaurant utensils.
4. The student will correctly describe at least _____ (number) duties of a busboy.

B. ACTIVITIES:

1. Help clear tables in the lunch room.
2. Sequence sentences of busboy's duties.
3. Make a list of five safety rules in a restaurant.
4. Draw pictures and label utensils.
5. Visit and eat at a restaurant.
6. Make a diorama of a restaurant.

IV. Kitchen Personnel

A. OBJECTIVES:

1. The student will correctly identify by name _____(number) kitchen personnel.
2. The student will correctly list _____(number) good health and sanitation procedures to follow in the preparation of foods.
3. The student will list, in proper sequential order, the proper care of food.
4. The student will list _____(number) ways in which clean and dirty restaurants differ.

B. ACTIVITIES:

1. Plan, prepare and serve a meal in the classroom.
2. List the health habits and sanitation procedures in the preparation of foods.
3. Name the kitchen people.
4. To choose from a verbal description of a clean restaurant and a dirty restaurant.
5. Find pictures of people who have the appearance of a worker for a restaurant.
6. Take pictures of the entire experience.

V. Correlating Activities to Content Areas:

A. Language Arts - (Reading included)

1. Make experience charts on each of the various occupations.
2. Vocabulary enrichment related terms.
3. Writing menus and designing covers.
4. Cooking from recipes.
5. Reading newspaper advertisement.
6. Read menus.
7. Spelling words.
8. Listen to recording of a dinner order and then recall what was heard.
9. Interviewing various personnel.
10. Crossword puzzles.
11. Sequence pictures.
12. Roleplaying.
13. Write thank-you notes.
14. Alphabetize foods.

B. Math
  1. Making change.
  2. Comparing prices.
  3. Liquid and dry measure.

C. Social Studies
  1. Planning meals.
  2. Bulletin boards.
  3. Visit a store.
  4. Balanced meals.
  5. Booklets about restaurant workers and their duties.

VI. Accomplishment - Performance; Finished Product and Evaluation

A. Booklets.

B. Diorama.

C. Menus.

D. Meals.

E. Hats.

F. Food pictures cut into puzzles.

SUPPLEMENTARY MATERIALS:

Films:
Grandmother Makes Bread - #320
Courtesy for Beginners - #118
Everyday Courtesy - #164
Ways to Good Habits - #507
Where Does Our Food Come From - #524

*Filmstrips:
Cooking is Fun
The Baker
The Grocer
Table Setting

Books:
I Want to be a Restaurant Worker
Let's Eat Out
I Want to be a Waitress

*Available at Peoria Public Library

Occupac-Restaurant:
menu
silverware
napkin
cup
glass
placemat
order pad and pencil
waitress cap
tray
dishes

NUTRITION

General Goal:

To develop awareness of careers involve in nutrition and make use of these workers to make academic learning more relevant to the students.

People in Occupations:

1. Home demonstration agent.
2. Public health nutritionist.

Career Visits:

1. Methodist Hospital
   Emphasis on foods areas.
2. Model Visit
   Cilco Home Economist
   Home service kitchen

Language Arts:

1. The student will list, in writing, at least four major food groups.
2. The student will, when presented with pictures of foods, correctly classify them according to major food groups.
3. Given pictures of foods, the student will correctly arrange the pictures to represent a balanced meal.

Math:

1. The student will correctly measure the ingredients necessary to prepare a selected recipe.
2. The child will correctly divide a recipe in half or increase it by one-half.
3. The student will correctly count the number of people to be served by a recipe, then make the necessary adjustments as to increase or decrease recipe amounts.
4. The student will correctly select different size cans of packaged food appropriate for the recipe needs.
5. The student will correctly compare the cost of prepared with the cost of ingredients in _____(number) home preparations.

(Activities)

1. Using a variety of measuring equipment the child will pour water from a half a cup into a whole cup or 2-cup measuring unit. This can be done with basic measuring units such as 1/4 cup, 1/2 cup, 1/3 cup...
2. A test could be given either orally or written on the quanity of different measurement units.
3. Collect a variety of recipes that state at the bottom serving number. The teacher can then double the number of people, discussing how this would change the recipe.
4. Various sizes of cans and pound packages will be assembled. The children will then select large cans for larger recipes, smaller cans for smaller proportions.

5. The teacher can buy a frozen prepared pie, then bring ingredients with prices stamped on the top. Tally up the ingredients cost and compare it to the cost of the frozen prepared pie.
6. Take a trip to the store and write down various cost of food items. Make a chart of comparison for prepared foods and the ingredients to make these foods.

Geography and Social Studies:

1. The student will correctly trace the route to Cilco on a Peoria map.
2. Given a world map, the student will correctly locate the various countries of the world by pasting pictures of foods on the countries in which they are grown.
3. The student will correctly classify foods into two categories: those grown in warm climates and those grown in cold climates.

(Activities)

1. Children will find and mark location of school and Cilco on map.
2. Children will determine major streets and possible routes.
3. Children will use map on bus to determine if bus driver is following their routes.

Health:

1. The student will select from a menu, a well-balanced meal.
2. The student will correctly identify foods in each of the _____(number) food groups.
3. The student will correctly set a dinner table.

(Activities)

1. Teach sections of health book dealing with food groups, digestion, etc.
2. Make posters or plates showing balanced meals.
3. Study effect of good and poor nutrition on health, teeth, growth, etc.
4. Study of advertising claims for vitamin pills and the possibility of vitamins from well balanced meals and proper food choice.
5. Arrange pictures of foods by food groups.
6. Compare nutritional value of various preprared breakfast foods with oatmeal, cream of wheat, etc.
7. Study the proper way to set a table.
8. Practice setting a table.

Art:

1. The children will make placemats, vases, and paper flowers to decorate the tables for some type of meal or refreshments.
2. The student will draw a favorite vegetable or fruit and glue small pieces of crepe paper using the correct color.

(Activities)

1. Make placemats according to the season or occasion from construction paper 12" x 18".

2. Vases made from salad dressing bottles - glue irregular shapes and colors of tissue paper on bottle and then shellac.
3. Paper flowers - as tulips from construction paper.
4. The various fruits and vegetables made can be used to choose balanced meals along with pictures from magazines.

Music:

1. The students will learn to sing a song with some type of food as a theme.
2. The student will select appropriate background music appropriate for a meal.

(Activities)

1. Listen to someone sing the song or a recording.
2. Practice singing the song.
3. Visit a restaurant and listen to the music.
4. Appropriate music will be played during the meal.

A CAREER EDUCATION UNIT ON CLEANLINESS
Planned for Special Education 9-10 year old EMH

I. Introduction to the Unit

A. OBJECTIVES:

1. The student will list four acceptable attributes of cleanliness.
2. Given pictures of clean and untidy people, the student will correctly explain (to the teacher's satisfaction) why the pictures of clean people are more appealing than the pictures of untidy people.

B. ACTIVITIES:

1. View filmstrip or movie and discuss what is appealing to us.
2. Prior to a discussion of appearance and cleanliness, the teacher sets up a staged role playing situation of two students who have been dressed to stereotype a "clean" person and an "untidy" person. Special emphasis should be drawn to general cleanliness, hair, fingernails, care of clothes, etc. Then initiate a discussion of appearance of the two students. Emphasize the positive opinions and feelings which are formed by the appearance of the clean student. Next the untidy person can be analyzed to determine how his appearance can be improved.
3. The children will then find a magazine picture of a person whom they feel is clean and appealing. Each student shows their choice and tells four aspects of their picture's appearance which are appealing.

II. General Health -- School Nurse

A. OBJECTIVES:

1. The student will describe one duty of a school nurse.
2. The student will correctly label the thermometer, scale, and tongue depressor.
3. The student will describe (to the teacher's satisfaction), the purpose of each of these instruments.

B. ACTIVITIES:

1. Invite the school nurse to be interviewed.
2. Use our interview technique in talking to the school nurse. Have the nurse demonstrate and explain the thermometer, scale and tongue depressor.
3. After the nurse has left, show pictures of her instruments. Ask the children to label and describe their use.
4. Show and discuss films, filmstrips, and books which relate to health, nurses, doctors, hospitals, etc.
5. Take a field trip to hospital or clinic.

III. Beauty Shop - Barber Shop

A. OBJECTIVES:

1. The student will correctly list the sequence of steps for shampooing hair.
2. The student will correctly identify six grooming aids used in caring for the hair and nails.
3. The student will demonstrate the correct cleaning procedure for fingernails.
4. The student will, through role-playing, demonstrate 5 activities which are employment competencies for a barber.

B. ACTIVITIES:

1. Make arrangements to visit a nearby beauty salon.
2. Divide the class into three groups. One group is responsible for discovering the supplies used in caring for the hair. Another group is responsible for remembering the steps which a beautician performs in giving a shampoo.
3. Give the students a worksheet and require them to circle only those tools used in caring for the hair and nails.
4. Have the children arrange in sequential order a set of picture cards depicting the steps for shampooing hair.
5. Through group participation the students will actually shampoo each others' hair.
6. Individual charting of the condition and appearance of each child's hair for two weeks.
7. Discuss the observations of the manicurist. Allow the children to practice cleaning and manicuring their own and each others' nails.
8. Plan a visit to a barbershop in the neighborhood. Watch the various jobs a barber does. Plan to have one students' hair cut.
9. Roleplay five activities a barber does.

IV. Laundromat

Continuing our discussion of people who help us keep our appearance pleasant. How do your clothes get washed, etc. If home, discuss mother's role, the utilities necessary in home. Where else could one accomplish this? Why is the habit of cleanliness so important to develop early?

A. OBJECTIVES:

1. The student will correctly (to the teacher's satisfaction) describe three characteristics of a laundromat.
2. The student will arrange, in proper sequence, pictures showing washing procedure.
3. The student will correctly match five vocabulary words with accompanying pictures.

B. ACTIVITIES:

1. Cut pictures from magazines and select clothes that would be wased together.

2. Interview a mother.
3. Invite a laundromat worker.
4. Collect soap boxes, soap wrappers, and rinse bottles.
5. Go to laundromat and wash clothes.
6. View films on laundry.
7. Role playing - customer and attendent.
8. Experience chart of their previous visits or how laundry is done in the home.

V. Shoe Repair and Shining

It is important to have complete appearance down to toes. Shoe repairs for run-over shoes are important to foot health and development of bones, etc.

A. OBJECTIVES:

1. Given pictures of grooming items on a worksheet, the student will select those items used in caring for shoes.
2. Given necessary materials and supplies, the student will construct a shoe cleaning box containing all necessary items for shoe care.
3. Given pictures of people with various types of footwear, the student will correctly match the types of people with appropriate footwear.

B. ACTIVITIES:

1. Shine shoes - proper procedure.
2. Pick out pictures of shoes from catalogue.
3. Chart appearance of class.
4. Interview a shoe salesman or shoe shining parlor owner.
5. Locate places one could find this help.
6. Experience chart using vocabulary words relevant to shoes and their care.
7. List all workers in this job.
8. Role playing customer and clerk.

VI. Cleaners

Why is the habit of neatness to develop early? Are there different kinds of cleaners? How does one differ from a laundromat? Why are there labels when we buy clothes?

A. OBJECTIVES:

1. Given a variety of clothing materials, the student will correctly identify those that can be properly cleaned at a cleaners.
2. The student will name and define at least three cleaners-related terms/words.

B. ACTIVITIES:

1. Interview preferably a processor at a plant.

2. Role play customer and clerk.
3. Collect actual labels on clothing.
4. Go to a cleaners and observe procedure.
5. Prepare experience charts dictated from their previous visits at cleaners.
6. Prepare bulletin board with ads of cleaners.
7. Use phone book to demonstrate how to locate.
8. Draw building - devise name of cleaners.

VII. Correlating Activities to Content Areas:

A. LANGUAGE ARTS - (Reading included)

1. Writing invitations and thank you card.
2. Interviewing various people.
3. Experience stories about visits and interviews.
4. Finding and reading ads concerning grooming.
5. Selected library books.
6. Spelling words pertaining to visit.
7. Vocabulary enrichment.
8. Reading directions at laundromat.
9. Reading labels on clothing.
10. Collecting and reading detergent, bleach, and fabric softener containers.
11. Sequencing sentences describing steps of laundering clothes.
12. Sequencing sentences describing steps of shampooing hair.
13. Reporting information gathered on field trips.
14. Missing word games.
15. Crossword puzzles.
16. Alphabet puzzle games.
17. Scrambled word game.
18. Tape reactions to different careers observed.
19. Using telephone directory - alphabetical order.
20. Using the newspaper advertisements.

B. MATH

1. Figure and compare costs.
2. Using a scale.
3. Measuring height.
4. Identify coins.
5. Making change.
6. Measuring detergent.
7. Add expenses in laundry.
8. Time.
9. Using measuring utensils.
10. Math vocabulary.

C. SOCIAL STUDIES

1. Uniform identification.

2. Occupational facilities and location.
3. Mapping locations.
4. Manners for interacting with people.
5. How to use telephone.
6. Making an appointment.

VIII. Visibility:

A. DECORATING HANGERS

B. DESIGN LAUNDRY BAG

C. MAKE A MURAL

D. MAKE A TAPE

E. TAKE PICTURES AND DISPLAY

F. MAKE A COLLAGE OF CLEANING

G. UTENSILS OF OCCUPATIONS

H. BOOKLETS

I. MAKE A SHOE SHINE KIT

SUPPLEMENTARY MATERIALS

FILMS:
Children are Alike and Different
The Doctor - 141
At the Hospital - Encyclopedia Britanica
Your Eyes - Encyclopedia Britanica
Your Senses - Encyclopedia Britanica

PICTURES:
SVE - Community Helpers Series
SVE - The Hospital

FILMSTRIPS:*
Likes and Dislikes
City Helpers
Your Teeth
Take Care of Your Health
The Dentist
The Doctor
Clean as a Whistle

BOOKS:
At the Laundry
At the Dry Cleaners

* Available at Peoria Public Library

I Want to Be a Nurse
I Want to Be a Beauty Operator
Health Can Be Fun

Occupac - Cleanliness

tongue depressor
thermometer
hypodermic needle
bandaids
shampoo
towel
hair scrub brush
curler
pins and clips
hairbrush and comb
creme rinse
hair spray
hair oil
after shave
hand lotion
nail file
emery board
nail scissors
polish
nail brush
polish remover
hangers and cleaner bags
identification tags
clothing labels
shoeshine kit
nurses kit
soap boxes
rinse bottle
clothes pin
laundry basket
hair tape
hair lift
hair net

PERSONAL HYGIENE

Goal:

To develop awareness of the importance of good personal grooming and to study careers of people employed in services relative to this topic.

People:

Barber
Dry Cleaner
Beautician
Tailor or seamstress
Shoe Repairman

Career Visits:

Laundromat
Dry Cleaner

LANGUAGE ARTS

(Behavorial Objectives)

1. The student will, when presented with a list of words, correctly categorize them as "Grooming Aids" and 'Non Grooming Aids".

2. The student will name three persons outside the home who deal with grooming.

3. The student will demonstrate an ability to correctly (to the teacher's satisfaction) (a) wash clothes by hand, (b) operate a washing machine, (c) operate an iron and iron simple objects (towels, handkerchiefs, pillowcases).

4. The student will describe the reactions of others to good and poor personal hygiene and grooming.

5. The student will correctly match substitutes with grooming aids.

6. The student will correctly pair various spot removing remedies with different types of spots.

7. The student will correctly (to the teacher's satisfaction) pantomime daily routines having to do with good grooming.

(Activities)

1. Present list of words on chalkboard (use pictures if more appropriate for academic level) to be categorized. Provide labels or pictures of grooming aids to be matched with their functions.

(Activities) continued

2. Construct list of multiple choice questions (plumber, TV repairman, barber) or use pictures from which choices can be made.

3. After discussion, demonstration, and experience in hand washing, check knowledge of sequence of steps:
   rinse ____
   fill basin ____
   scrub spots ____

4. After follow-up discussion from visit to laundromat, prepare tasks which will check grasp of:
   a. coins necessary for operation of machine
   b. amount of detergent to be used
   c. sorting of clothes to be washed
   d. how to start machine

5. Demonstrate correct use of iron; let each child have the opportunity to iron a simple article. Use a check list to determine his ability to operate iron safely and successfully.
   a. plug in iron
   b. turn to proper setting
   c. place iron in upright position when not in use
   d. turn iron off at completion of task

6. Organize skits in which the children can role-play in situations involving the reactions others might have to:
   a. dirty clothes
   b. generally disheveled appearance
   c. poor personal hygiene
   d. a well-groomed individual

SCIENCE

(Behaviorial Objectives)

1. The student will correctly match substitutes with grooming aids.

2. The student will correctly pair various spot removing remedies with different types of spots.

3. The student will correctly (to the teacher's satisfaction) pantomime daily routines having to do with good grooming.

(Activities)

1. Have a group of grooming aids with corresponding substitutes on a table. The child will pair the grooming aid with the correct substitute. Examples:
   shampoo - liquid detergent
   hair rinse - vinegar or lemon juice
   toothpaste - soda or salt

(Activities) continued

2. The child will match from a list of spots the correct spot remover.
   Example: Blood - cold water
   Gum - ice etc.

3. The teacher enacts discussion about facial care. For example, the need the skin has for various moisturizing aids. If a child's skin is dry, have him put cream on part of his skin. Do this for a week to see if he can see change.

4. To emphasize the need for frequent bathing, put a potent smelling substance in a jar. Show how, by diluting the substance with water and adding soap, the odor is reduced. Discuss with children how this would relate to their own bathing habits.

MATH

(Behaviorial Objectives)

1. Given story problems, the student will correctly make change for amounts up to $______.

2. The student will correctly match the terms mini, maxi, and midi with the size concepts of small, large or medium.

(Activities)

1. Have the children draw objects of different sizes. Ask them which would be mini, midi, and maxi.

2. Prepare three large labels - mini, midi, and maxi on poster board. The children can then cut out pictures of various articles of clothing and put them under the correct heading.

PHYSICAL EDUCATION

(Behaviorial Objectives)

1. The student will correctly match a service of good grooming with the person outside the home who can provide this service.

2. The student will correctly identify pictures from magazines representing the appearance of different sports players.

3. The student will correctly match (number) grooming aids with store where they can be purchased.

(Activities)

1. Circle game. Children sit in a circle. Each is handed a word/picture card representing one of the "outside helpers" (barber, dentist, etc.) Distribute "problem" cards to each child (toothache, need haircut, etc.) The problem card must be matched with the service. The children walk around one at a time to match cards and services. They tap service person and try to race back to position before service person can catch them.

2. After a discussion of uniforms and equipment used in various sports, the teacher shows pictures of basketball player, football player, etc. and children must race to pick up the equipment used with that particular sport.

3. Two teams face each other. One team is the grooming aids; the other team is the stores. When the teacher calls out a grooming aid, the child with that card and the appropriate "store" from the other team run to the center and place their cards on the floor. Each picks up the other's card and races back to his original position.

CAREER OBJECTIVES FOR CURRICULUM
Developed For
PRESCHOOL THROUGH INTERMEDIATE
HEARING IMPAIRED

Preschool Behavioral Objectives:

Career Awareness

1. Given pictures of his classmates and their families, the student will pick out his own family members.
2. The student will act out family roles of mother and father.
3. The student will classify ____(number) household items according to whether they are used by mother or father. "There are no "correct" classifications as roles often overlap.
4. The student will correctly act out jobs and responsibilities he has in the home.
5. After observing principal, secretary, custodian, teacher, and cafeteria workers, the student will correctly act out their roles in the school when shown a picture.
6. When instructed by the teacher, the student will correctly dramatize a specific career.
7. Given a picture of a person at work, the student will give the name or sign of the job.
8. When shown pictures of the tools of a trade, the student will correctly identify the career to which they belong.
9. The student will adequately perform assigned task in the classroom. (Records of this will be kept on charts.)

Career-Fireman

1. The student will point to picutres of the equipment a fireman uses.
2. The student will correctly dramatize how a fireman puts out a fire.
3. After visiting a fire station, the student will draw an acceptable picture of what they saw there.
4. When shown a picture, a student will correctly indicate whether or not it is a fire hazard.
5. After experimenting with various materials, the student will classify them as to whether they burn or don't burn.
6. When given a sign of vocabulary used with fireman, the student will point to the correct picture.

Career-Policeman

1. After visiting police station, the student will give teacher a list of things they saw, using Total Communication.
2. The student will draw pictures showing the different jobs a policeman or policewoman does.
3. After being exposed to ways to protect self and possessions, the student will correftly demonstrate proper preventive techniques.
4. The student will correctly dramatize a criminal situation where policeman makes an arrest.

5. The student will correctly dramatize a policeman directing traffic and apprehending traffic violators.
6. After a film and class discussion on child molesting, the student will show that they should not take anything or get in a car with a stranger, through dramatization.
7. The student will correctly demonstrate how a patrol boy or girl helps other children cross streets safely.
8. The student will correctly read and sequence a story about a policeman helping a lost child.

Career-Doctor, Nurse

1. After a visit to a Doctor's office or hospital, the student will correctly dramatize roles of doctors and nurses.
2. The student will describe ways in which doctors help us.
3. With teacher's help, the student will maintain a chart of daily hygiene (brushing teeth, washing, resting, eating properly, etc.).
4. After exposure to each, the student will demonstrate the difference between a veterinarian and a doctor by role playing.
5. After class discussion on the proper use of medicine, the student will choose pictures of the proper methods of taking medication. (Example: picture of mother giving child medication versus child taking it by himself)

Career-Postal Employees

1. The student will correctly sequence pictures depicting the steps involved in mailing and delivering a letter.
2. The student will write an acceptable letter or draw an acceptable picture to be mailed to a classmate.
3. The student will demonstrate correct procedure for buying a stamp and mailing a letter at the post office
4. The class will visit a post office.
5. Children will make mailboxes and dramatize mailing and delivering letters.

Career-Transportation Employee

1. The student will demonstrate correct procedures for buying tickets and taking bus rides.
2. Following a bus ride, the student will correctly dramatize the roles of ticket agent, bus driver and passengers.
3. The student will correctly label ____(number) different types of buses.
4. After a field trip to the airport, the student will correctly describe what airport employees they saw and dramatize each of their jobs.
5. The student will correctly label physical structures found at the airport.
6. The student will correctly read and sequence a language story about a trip on an airplane.
7. The student will correctly identify pictures of many different kinds of boats.
8. The student will correctly demonstrate an understanding of the function of barges by using a toy barge to transport, load, and unload cargo.
9. After visiting the train station and possibly riding on a train, the student will correctly enact the jobs of engineer, conductor, and ticket agent.

10. Using a model train, the student will demonstrate appropriate procedures for loading and unloading freight.
11. Given a picture of a train, the student will correctly label the names of (#) cars.
12. After a trip to the gas station, the student will draw an acceptable picture depicting one of the jobs of a gas station attendant.
13. After visiting a car dealership, the student will "set-up" a mock car dealership, and buy and sell cars.
14. After watching a mechanic at work, the student will correctly role play the job of the mechanic using toy cars.
15. The student will correctly (#) identify different types of trucks by pointing to the correct picture when asked to do so.
16. After watching the trucks unload at a grocery store, the student will pick out pictures of what they saw the men unloading.

Career-Barber, Beautician

1. After visiting a barbershop and watching one child get his hair cut, the student will draw an acceptable picture related to the experience.
2. After visiting a beauty shop, the student will wash, curl, and dry one of their classmates hair. (to the teacher's satisfaction)
3. The student will correctly match (#) tools of a beautician and barber to pictures of the person.
4. The student will maintain an acceptable chart of washing hair.

Career-Baker

1. After a visit to a bakery, the student will list or tell (#) things baker makes.
2. The student will bake cookies or cupcakes and sell the products to other classes, in a mock bakery.

Career-Waitress, Waiter

1. After class preparation, the student will go to a restaurant, order, eat, and pay for their meal in an acceptable manner.
2. The student will correctly enact the jobs of waiter and/or waitress by taking orders and serving classmates.

Career-Salesman, Saleswoman, Clerk

1. After visiting a retail store, the student will "set-up" a store in the classroom.

Primary Objectives

Careers

1. The student will list (#)__ different jobs of the following family members: (a) Mother (b) Father (c) Children
2. The student will list (#)__ jobs that he performs in the home.
3. The student will list (#)__ jobs he must do at school.
4. The student will correctly list (#)__ recreational activities of mother, father, and children.
5. The student will correctly dramatize children leaving for school and returning from school.
6. The student will correctly dramatize father and/or mother leaving for and coming home from work.
7. The student will correctly berbalize (#)__ activities of the secretary of the school.
8. The student will correctly verbalize the (#)__ activities of the principal.
9. The student will list the (#)__ activities of the teacher.
10. The student will list the (#)__ activities of the bus driver.
11. The student will list the (#)__ safety rules required by the bus driver.
12. The student will list the (#)__ activities of the librarian and nurse.
13. The student will list activities of the cafeteria workers.
14. The student will list (#)__ activities of the custodian.
15. Given a list of tasks performed, the student will correctly match the appropriate task to the appropriate person.

Processes or Activities

1. The student will make a weekly schedule of his jobs at home and at school and he will check these off as he performs the tasks.
2. The student will upon completion of a task receive a reward (play money or token) for it.
3. The child will purchase objects of his choice from the school store.
4. The child will bring a picture of father and/or mother working at their job.

Primary - Intermediate Objectives

Interviewing Techniques

1. The student will respond appropriately to the following questions:
    a. What's your name?
    b. How old are you?
    c. How many brothers do you have?
    d. How many sisters do you have?
    e. What do you do at home?
    f. What does mother/father do at home?
    g. Do you like ________?
    h. Do you like to ________?
2. The student will ask questions appropriately to other students:
    a. What's your name?
    b. How old are you?
    etc.
3. The student will ask appropriate questions to adults:
    a. What is your name?
    etc.
4. The student will list (#)___ conversational type questions, and ask them of other students.
5. The student will appropriately answer the question "What does he do? when given a picture of a familiar community worker or school worker.
6. Using the questionnaire, the student will conduct an acceptable interview with another student about the job that the student does at home.
7. The student will give an acceptable oral report on the results of the interview with another student.
8. The student will conduct an acceptable interview of the teacher using the questionnaire:
    a. What do you do at home?
    b. Do you like your jobs?
    c. How often do you ________at home?
9. The student will conduct an acceptable interview of several teachers, or school workers about their jobs at home.
    a. What do you do at home?
    b. Do you like your jobs?
    c. How often do you do your job?
10. The student will conduct an acceptable interview of his parents about their jobs at home.
11. The student will give an acceptable oral report on the results of his interview with his parents.
12. In a teacher directed situation the student will compose (#)____acceptable questions to ask during an interview with a familiar worker.
13. Teacher will assume role of familiar worker and the student will ask appropriate questions from questionnaire.
14. The student will compose questionnaires appropriate for various works familiar to the students.
15. Given a list of interview questions the student will correctly eliminate inappropriate questions.

15. (continued)
    Questions which are not appropriate:
    a. not relevant to the occupation
    b. have obvious answers
    c. not in good taste.
16. The student will independently list, orally or in writing two questions that he composed to ask during an interview.
17. The student will make a list of questions that would be appropriate during any interview:
    a. What is your name?
    b. What do you do?
    c. What is your training?
    d. Where do you work?
    e. What are your hours?
    etc.
18. The student will arrange and conduct an acceptable interview with a person outside his family or school.
19. The student will select an occupation that he is interested in, and conduct an acceptable interview with a person involved in that occupation.
20. The student will write an acceptable report about the occupation that he has studied, and will submit the report to the class as a reference.
21. The student will correctly role play a career person for an interview by classmates.

Processes or Activities

1. The student will maintain a conversation with other children or adults.
2. Given a picture of a school or community worker, the student will ask a question "What does he do?" and other children will answer.
3. The student will compose a questionnaire as a class activity, to be used when interviewing a child about his job at home?
    a. What do you do at home?
    b. Do you like your job?
    c. How often do you do your job?
    etc.
4. During an interview the student will ask the specific question assigned to him or her from the questionnaire.
5. During an interview, the child will ask a question from the questionnaire that has not been previously asked.
6. The student will report the results of an interview to his classmates.
7. The child will report the results of an interview to his classmates.

Primary - Intermediate

Factory

1. The student will identify, from pictures, a factory from other places of business.
2. The student will correctly describe what a factory is.
3. The student will correctly explain in writing or oral form the concept of assembly line work.
4. The student will make a product (teacher and student will determine the product) using the assembly line principle.
5. The student will compute a wage if given the amount of hours worked and the wage scale.
6. The student will compute a wage when time and a half, or double time is given.
7. The student will match day shift second shift and third shift with the correct time.
8. The student will differentiate the life styles of workers in day shifts, second shifts, and third shifts.
9. The student will correctly list the hierarchy of factory workers and their responsibilities to the factory and each other.
10. The student will identify (#)___ language and communication skills needed for factory jobs.
11. The student will correctly describe ownership and management of factories.
12. The student will list (#)___ differences between a factory owned by a cooperation and a privately owned factory.
13. The student will list the names of (#)___ factories found in their city.
14. The student will correctly describe a time card, how it is used and its purpose.

Processes or Activities

1. The class will visit a factory.

Office Workers

1. Given pictures of people working in various occupations, the student will identify (#)___ office workers.
2. The student will list (#)___ general activities done in any type of office (e.g. filing, typing, writing letters, taking dictation, receiving and making telephone calls)
3. The student will compare the responsibilities and duties of (#)___ office workers. (to the teacher's satisfaction)
4. The student will list the hierarchy and duty of (#)___ office workers.
5. The student will correctly describe the training necessary to be a typical office worker.
6. The student will describe the daily and weekly time schedules of typical office workers.
7. The student will compare the wages and salaries of (#)___ office workers.

Office Workers (continued)

8. Given a visit to an office, the student will write an acceptable report about the activities observed.
9. The student will identify the language and communication skills needed for typical office jobs.

Merchandising

1. Given pictures, the student will identify (#)___ places of work involving merchandising.
2. The student will describe the purpose of a store.
3. The student will explain, in writing or verbally, the correct process of exchanging money for a product.
4. The student will list the most common items that determine the running a store: e.g.
    a. rent
    b. utilities
    c. employee wages
    d. taxes
    e. cost of merchandise
5. Given paper currency in the amount of $____, the student will correctly make change for the currency.
6. The student will correctly total purchases for customers, and for the entire day.
7. The student will correctly compute profit.
8. The student will verbally state (#)___ types of ownerships of a store:
    a. corporation
    b. group of people
    c. partnership
    d. private
9. The student will correctly state the payment procedure most frequently used with merchandising employees.
10. The student will correctly compute a weekly wage given the number of hours worked and the hourly wage.
11. The student will correctly differentiate between full time and part time work, and the working hours involved.
12. The student will correctly state the training needed to be a salesperson.
13. The student will correctly identify the language and communication skills needed to be a typical salesperson.

Service Careers

1. The student will, verbally or in writing, state the "payment for services rendered" concept underlying service careers.
2. The student will construct a chart contrasting the exchange of money for service and money for a product.
3. The student will list (#)___ jobs included in service careers. (e.g. repairmen, laundry-drycleaning, custodial, barber, beautician, butcher, plumber, carpenter, painter, maid, etc.)

Service Careers (continued)

4. The student will describe (#)____ places where various service people work.
5. The student will discuss and compare the work day of (#)____ people in different service careers.
6. The student will compare wages or fees of (#)____ workers in service careers.
7. Given number of hours per week and wage per hour, the student will compute gross wage.
8. Given wage scale and number of hours per week plus overtime, the student will compute wage earned plus time and a half.
9. The student will correctly explain why some service jobs fluctuate with the season and/or need for the service.
10. The student will compare (#)____ advantages and disadvantages of being self employed versus being employed by someone else.
11. The student will list (#)____ training requirements for a given service occupation.
12. The student will write an acceptable (to the teacher's satisfaction) job description of one type of service career.
13. The student will correctly identify the language and communication skills necessary for typical service careers.

Processes or Activities

1. The student will visit and interview a person from the service career of his choice.

Transportation

1. Given (#)____ pictures, the student will correctly identify those that involve transportation.
2. Given (#)____ pictures of boats, an airplane, a train, and a truck, the student will correctly sequence them according to faster and slower speeds.
3. The student will correctly label (#)____ different types of planes, boats, and trains and their function.
4. The student will correctly match the mode of transportation with the place where it is repaired.
5. Given a list of trips and the cargo, the student will select the appropriate mode of transportation.
6. The student will correctly match the occupation to the mode of transportation.
7. The student will correctly list the workers on a boat, plane, train, and truck and their responsibilities.
8. The student will correctly describe (#)____ different procedures involved in loading and unloading the boat, train, plane, truck.
9. The student will list the (#)____ safety procedures the worker takes before and after a trip.
10. The student will correctly describe the working hours of (#)____ types of transportation workers.
11. The student will contrast (#)____ differences in life styles of a person who works during the day and one who works at night.

Transportation (continued)

12. The student will correctly contrast the training required in typical transportation occupations.
13. The student will correctly differentiate the manner of payment for the various employees involved in transportation.
14. Given a list of travel times, the student will correctly schedule the driver's rest stops and list the safety reasons for this.
15. The student will correctly state the need for maintaining a good driving record.
16. Given the amount of time necessary to make a trip, the student will correctly schedule the number of overnights needed.
17. Given the distance and the speed, the student will correctly compute the time from shipping point to destination.
18. Given several routes, the student will correctly number them according to greater and lesser distances and pays.
19. Given a list of various distances, the student will correctly match these to the appropriate pay.
20. The student will correctly sequence a list of trips according to pay.
21. Given a shipping point and a destination, the student will correctly outline a route on a map.
22. Given a set of pictures, the student will choose the appropriate dress for a truck driver.
23. The student will correctly identify the language and communication skills necessary for typical transportation careers.

TRAINABLE MENTALLY HANDICAPPED

CAREER AWARENESS PROGRAM IDEAS FOR TEACHERS

Career awareness for Trainable Mentally Handicapped would apply mainly on the day-to-day "seeing" "doing" basis.

Examples of observation are: Plumber, electrician, service station attendant, newspaper boy, fireman, telephone man, policeman, postman, garbage man and milkman.

(EXAMPLE)

Dairy Farm
1. Dairy
2. Grocery store
3. Home

All of these base experiences would "spin-off" into more and newer opportunities for more experiences because of the use of related materials in the basic one. Vocabulary would/could be greatly increased by all of these experiences because of new words introduced. Just visiting a dairy (our example) would lead to products sold, thereby to the grocery where many more than dairy products are sold. There are then new avenues to travel, new people and their backgrounds to pursue and interview.

All this is implemented by books, films, film strips, personal contact in and our of school, visiting people working in these areas.

Our goals and objectives to be achieved are listed categorically on the following pages.

TRAINABLE HANDICAPPED OBJECTIVES

The mentally handicapped child's mental development will be slower than the average. They will attain standards in the physical and social field to approximate that of the average, more than in the field of mental and educational development. The home backgrounds of the mentally handicapped children are often more inadequate and the experiences are narrower. These mentally handicapped children will attain hand skills closer to that of the normal and will find greater success in these areas. Their adaptation to the vocational field will be more in the unskilled and semi-skilled trades.

We feel that the most effective implementation of career education for the Trainable Mentally Handicapped child is employer education, as well as public education.

We highly recommend a trained counselor assigned to the special class teacher to help her in job placement and guidance counseling of mentally handicapped children. Without him the major job will fall on the special class teacher. She will then have to find materials on jobs, job requirements and information concerning jobs available an the community. She will have to make contacts with numerous prospective employers. All this material and information will be invaluable to the teacher of the special class in planning a program consistent with the vocational interests and abilities of the children.

If there is no counselor then the teacher of the mentally handicapped must function as the guidance counselor. This will include surveying the community for jobs available, making employer contacts, gathering job information, doing job placement, and finally following up individuals placed. Actually, she must take over all the functions of the counselor previously mentioned. The rest of the program to be outlined will be essentially the same for either organization.

Behavorial Objectives for Trainable Mentally Handicapped Children

In-service education plan

Goals:

I. Realize maximum potential
    A. Appraisal of potential
    B. Continuing re-appraisal
    C. Parent employer involvement and education
    D. Continuation throughout program

II. Goal of making children well-adjusted
    A. Social relations
    B. Independent responsibilities

III. Child's role in society
    A. Immediate point of view
    B. Long range point of view
        1. Limits of dependence; semi-dependence
        2. Readiness for learning at different levels

Hopefully these behavior oriented goals should increase social acceptance of the (trainable) child as he is allowed to grow and expand himself according to the needs at his (individual) level. He should learn to develop proper attitudes toward tasks and the habit of taking on responsibility.

Self-care and economic usefulness make up much of what is called social acceptance.

The heart of the program for the mentally handicapped in the school is one of general information, development of skills needed in broad vocational areas, and familiarizing the pupils with vocational possibilities. The experiences in occupational education are developed around community jobs. Trips are taken, during which various jobs are observed and analyzed in relation to the pupils' abilities.

Supplementary information is obtained from pamphlets and books read and discussed in class. Questions answered are:

1. What jobs are available in the community?
2. What are the requirements, physical and educational, for the job?
3. Does one possess the necessary requirements for the job?
4. How much does the job pay?
5. How does one apply for a job?
6. Where does one apply for a job?

SUMMARY

The curriculum best suited to the trainable mentally handicapped child has been presented in terms of (a) areas of experience and (b) personal guidance.

The areas of experience are grouped around (a) homemaking, (b) occupational education, (c) societal relationships, and (d) physical and mental health.

Personal guidance includes guidance in (a) the tool subjects, (b) personal problems, and (c) the occupational area.

COMMUNITY WORKER

Concept: Pupils need to recognize occupations exist for a purpose.

General Objective: Pupils recognize that occupations fulfill needs of society.

Behavorial Objectives: The student will name (number) occupations that they have become familiar with and correctly describe how they help him, his family and neighbors.

People in Occupations: Policeman, fireman, sanitary worker, electrician, milkman, postman, telephone man, gas station attendant

Places: School, neighborhood, police station, fire house, dairy, post office, telephone company, gas station.

Things: Library, magazine pictures, study prints on occupations (Society for Visual Education)
Peabody Kit - Level I and Level II
Duso kit (American Guidance Inc.)
Films: 16mm - Encyclopedia Britannica
"Our Community Services", "The Community", "The City", "The Mailman", "The Fireman", "The Doctor", "Community Services", "Neighborhood Community", "Why Fathers Work", "The City Community", "The Town Community", "Life on the Farm"

"Robert and His Family Series"
(Society for Visual Education)

Books: "I Want to Be Series", Children's Press (8 books- nurse, policeman, fireman, farmer, etc.

"Families and Their Needs", "Communities and Their Needs", "People Use the Earth" (Silver Burdette Series)

"Patty Paints a Picture", Bannon, Laura (Albert Whitman, Chicago)

"Curious George Gets a Medal", Rey, Hans Augusto (Houghton-Mifflin Co.)

ACTIVITIES

1. Neighborhood walks to observe kinds of work being done. Have children cut out pictures from magazines or make a picture chart as a group.

2. For vocabulary development print cards with names of occupations. Let children match these with pictures on chart.

3. Read books and view films and film strips dealing with occupations.

4. Have children make community worker puppets and dramatize (with help).

5. Sing songs and play games (set up store, sell items, use phones supplies by Illinois Bell, etc.) pertaining to various occupations.

6. Physical education activity. Acting out work activities of occupations.

7. Discuss parents' occupations. What do they do? Do they help someone?

8. Have available hats or pieces of equipment which suggest an occupation. (Firemans', mailmans', nurses cap, yellow hard hat, etc. Child may choose hat, name occupation with which it goes.

9. Field trips to observe occupations.

EVALUATION

Class able to make charts
Children match pictures on chart
Discuss and question after viewing film strips, films, hearing stories.
Children able to describe jobs.
Children able to role play specific job - say nursing when wearing nurses hat, etc.

Any of our eleven listed objective units could be taken and a super unit made from using it as a base. We chose Level VIII - Knowledge of the World Around Him - to expand on as our super unit.

GOALS

I. Self care
- A. Washing hands and face; combing hair, brushing teeth.
- B. General grooming and personal neatness; dressing, undressing.
- C. Development of adequate attitudes toward self help.
  - 1. Development of skills into habits
  - 2. Development of personal worth and responsibility.

II. Economic Usefulness
- A. Simple household tasks.
  - 1. Table setting.
  - 2. Bed making.
  - 3. Picking up-putting away.
  - 4. Performing simple errands etc.
  - 5. Acting as helper.

III. Safety
- A. Recognition of potentially dangerous situations.
- B. Concepts of how to avoid them.
- C. Development of habits of alertness.
  - 1. Crossing streets
  - 2. Carefulness on playground, stairs, etc.
- D. Improvement of motor coordination.

IV. Health
- A. Developing concepts of simple understandings.
  - 1. Value of basic food groups.
  - 2. Preparation of simple meal.
- B. Communicable diseases.
  - 1. How disease is spread.
  - 2. Use of kleenex.
  - 3. Habits of cleanliness.

V. Motor Coordinator
- A. Large muscle activities
- B. Fine muscle activities

VI. Communication Skills
- A. Speech and Language
  - 1. Ability to understand spoken language.
  - 2. Ability to use it understandably and acceptably.
- B. Acquiring Simple Reading Skills
  - 1. Recognize own name.
  - 2. Recognize important signs and symbols.
- C. Perceptual Training

- VII. Social Adjustment
  - A. Becoming acceptable member of group.
    - 1. Habits of politeness and consideration.
    - 2. Acceptable reactions to frustration.
  - B. Acceptable ways of settling differences with others.

- VIII. Knowledge of World Around Him
  - A. Orientation in space and time.
    - 1. Knowledge of directions (N. S. E. W.)
    - 2. Prepositions as concepts; up, down, before, after, etc.
      - a. Ability to use concepts in functional way.
      - b. Adjustments to home-neighborhood routine and/or time factor.
  - B. Experiences For Development
    - 1. Knowledge of "people in your neighborhood."
    - 2. Knowledge of flag, country, limited government.
  - C. Science Experiences
    - 1. Study of nature.
      - a. plants; planting and care (harvesting).
      - b. birds and pets.
    - 2. Appreciation of worth in 'growing' accomplishments.

- IX. Leisure Time Activities
  - A. Self-occupation Activities
  - B. Group Activities

- X. Appreciation of World About Them
  - A. Music
    - 1. Games, records.
    - 1. Group singing
  - B. Literature, Art.

- XI. Self Concept/Emotional Adjustment
  - A. Relationship between child and environment.
    - 1. Understanding/acceptance of what they can and cannot do.
    - 2. Understanding of self-achievement.
  - B. Acceptable ways of expressing emotion.
    - 1. Inhibiting some learned responses (not appropriate).
    - 2. Substituting suitable responses to frustration.

- XII. Self-help (Parental Involvement)
  - A. Personal grooming
    - 1. Dressing
      Putting on shoes correctly
      Tying shoe laces
      Buttoning
      Zipping zipper
      Fastening snaps
      Fastening belt
      Putting on and taking off clothing.

Caring for clothing properly, using hangers and hooks, putting away shoes, boots, keeping locker or closet neat, putting away dirty clothing in proper receptacle.

2. Personal appearance
   - Washing hands and face, keeping lavatory neat and clean
   - Combing or brushing hair
   - Cleaning fingernails - trimming
   - Brushing clothes
   - Brushing teeth
   - Using handkerchief, napkin
   - Polishing shoes

XIII. Economic Usefulness

A. Housekeeping
   - Setting table properly
   - Cleaning up after meals; putting away dishes
   - Sweeping or using vacuum cleaner
   - Making beds, arranging linen
   - Putting proper things in refrigerator
   - Dusting and polishing furniture
   - Preparing simple foods

B. Other activities
   - Weeding - harvesting (if possible)
   - Caring for house plants
   - Trimming borders
   - Washing blackboards and windows
   - Answering telephone and doorbell
   - Mailing letters; carrying messages (verbal/written)
   - Doing simple shopping errands
   - Hanging up laundry, loading washer/dryer; sorting clothes
   - Folding clothes/linen
   - Keeping room neat
   - Picking up and putting away materials

XIV. Safety

A. Proper behavior with respect to:
   - Hot or sharp objects
   - Stairways
   - Electrical outlets
   - Poisons and harmful chemicals
   - Street safety
   - Playground equipment
   - Safety in group situations; proper regard with respect to others in play/work situations.

XV. Health

A. Development of simple understanding and habits.
   - Simple understanding of how disease is transmitted
   - Proper habits regarding use of handkerchief when coughing, sneezing
   - Habits of cleanliness, washing
   - Proper toilet routines

XVI. Motor Skills

- A. Playing rhythmic games - mat work in gym
  - Walking, running, skipping, going up and down stairs, hopping, use of tricycles, jungle gym, etc.
  - Throwing, bouncing, catching a ball
  - Use of balance beam/boards
  - Doing simple folk dances
  - Stringing beads, weaving, pasting, cutting with scissors, proper (handling of them also) doing simple woodwork, drawing, doing craft paper work

XVII. Language and Speech

- A. Increasing vocabulary
  - Learning names of persons and things, articles of clothing, familiar objects, foods, common animals
  - Learning action words
  - Listening to and following directions
  - Listening to stories
- B. Improving speech (with help of speech correctionist)
- C. Encouraging oral expression
  - Telling stories
  - Role playing
  - Learning rhymes
  - Playing games which emphasize oral communication
- D. Matching colors and forms; discrimination
  - Learning color names
  - Sorting beads or cards
  - Making letters and numbers
  - Finding colors and objects in pictures
  - Copying simple designs
  - Coloring
  - Playing imitation games
  - Matching pictures, numbers, words
- E. Reading
  - Copying letters or words
  - Writing names
  - Labeling pictures
  - Making signs
  - Finding own name card
  - Recognizing names of children
  - Recognizing and interpreting signs
  - Passing out name cards to children
  - Matching word cards
  - Read days of week from calendar
  - Doing flannel board activities
  - Speaking in unison
  - Saluting the flag
  - Repeating nursery rhymes
  - Knowing words of a song
  - 'Reading' pictures
  - Naming objects in picture
  - Looking at books and magazines

XVIII. Social Adjustment

A. Simple good manners and appreciation of others
   - Appropriate use of "thank you," "please" etc.
   - Greeting and responding
   - Listening while others are talking
   - Using good table manners
   - Addressing others by proper forms

B. Group activities
   - Playing with others
   - Carrying on a conversation
   - Desire to please others
   - Carrying one's share of responsibilities

XVIX. Knowledge of World Around Him

A. Concept development and mental growth
   - Learning simple concepts of quantity; bigger, smaller, heavier, etc.
   - Counting, recognizing numbers
   - Learning simple concepts of money and making change
   - Learning simple concepts of space, such as over, under, tall, short etc.
   - Learning concepts of time, before, after, morning, afternoon, month, day, week
   - Knowing time to hour
   - Repeating from memory
   - Developing imagination; games, drama, drawing, make believe
   - Making choices, decisions, working puzzles

B. Science
   - Knowing about care of pets
   - Growing plants, including caring of house plants, growing things from seed
   - Knowing about farm animals, what they eat, how they are cared for
   - Knowledge of zoo animals

C. "People In Your Neighborhood"
   - Knowing about police and duties
   - Discussing community news
   - Know neighborhood, transportation
   - Know how we get our food and about the farm
   - Know simply about factories, what they do
   - Knowing about simple politics, mayor, president, space program, etc.

XX. Leisure Time Activities
   - Dramatic play
   - Learning parts in a play
   - Participating in role playing
   - Playing games alone or with others
   - Using puzzles, toys, sandbox, water (play/swimming)
   - Participating in free group play
   - Doing exercises

XXI. Appreciation of World Around Them

A. Music

Learning nursery and seasonal songs
Singing games
Listening to music
Aware of popular music
Playing in a rhythm band
Marching to music
Listening to and for changes in rhythm
Moving to changes in rhythm; walking, skipping, etc.

B. Expressing Activities

Arts and crafts

Using crayons
Coloring outline pictures
Cutting and pasting
Poster painting
Finger painting
Making collages
Decoupage
Loop weaving
Lacing
Using stencils, tracing patterns
Folding paper - designs; Origami
Working at simple woodcraft, driving nails, glueing, sandpapering, assembling ready cut materials, varnishing

XXII. Self Concept/Emotional Adjustment

A. Respect for the rights of others

Sharing and taking turns
Helping others in tasks
Respecting property rights
Taking responsibility for a social role

B. Accepting own limitations and achievements

Willingness to accept help
Willingness to give help; empathy with others (limited way)
Responding with appropriate action when need arises, knowledge that he must control himself (even with help-able to ask for if needed)

C. Social Acceptance

Realization of acceptance by others because of childs' own actions
Takes on own sense of responsibility

CAREER AWARENESS GOALS
BEHAVIORAL OBJECTIVES OF WORK RELATED COURSES
IN THE PREVOCATIONAL WORK STUDY PROGRAM AT WOODRUFF HIGH SCHOOL

SELF AWARENESS

1. Identify interests by taking interest inventories
   a. Occupational Interest Inventory
   b. Minnesota Vocational Interest Inventory
   c. Curtis Interest Inventory
   d. Kuder Preference Record

2. Identify interest by completing sociogram

3. Identify capabilities and limitations by taking aptitude tests
   a. Differential Aptitude Test (DAT)
   b. Purdue Pegboard
   c. Aptitude Test for Occupations -- personal-social aptitude, mechanical aptitude, general sales aptitude, clerical routine aptitude, computational aptitude, scientific aptitude
   d. General Aptitude Test Battery

4. Identify level of adaptive behavior by taking AAMD Adaptive Behavior Scale for adults

5. Describe feelings about self through use of tape recordings, narratives, pictures drawn of how they think they look and how they might like to look

6. Compare attitudes to those of others through use of role playing and media (film, pictures, recordings)

7. Assesses personal appearance and alters when necessary through use of
   a. daily bath
   b. proper hand and nail care
   c. clean hair
   d. appropriate use of cosmetics and beauty aids
   e. shaving procedures
   f. proper diet

8. Demonstrates proper care of clothing
   a. Keeps clothes clean
   b. Keeps clothes in good repair
   c. Selects appropriate clothing
   d. Wears accessories appropriately
   e. Dresses appropriately for occasions

9. Demonstrates poise

10. Practices constructive use of leisure time
    a. Participates in small group and individual avocational interests (crafts, crocheting, pen pals, etc.)
    b. Participates in team sports
    c. Participates in individual sports
    d. Participates in extra-curricular school and community activities
    e. Develops skills to aid in meeting and conversing with people
    f. Engages in nature and ecological activities
    g. Uses public recreational facilities

EDUCATIONAL AWARENESS

1. Uses effective communication skills
    a. Demonstrates proper use of telephone
    b. Writes letters - business and friendly
    c. Converses with people in various situations
    d. Speaks and listens courteously
    e. Gives and follows directions clearly
    f. Interprets body language and social cues

2. Relates reading to everyday needs
    a. Read and comprehend want ads
    b. Read and comprehend signs--driving, safety, information, advertising
    c. Read and comprehend label information and instructions
    d. Interpret diagrams, maps, models
    e. Read and comprehend newspapers
    f. Use telephone directory
    g. Read and understand mail, bills, receipts, schedules

3 Recognize that learning takes place in many settings at many times
    a. Uses variety of number concepts to meet daily living situations-time sheets, bills, checks, schedules
    b. Recognizes and uses money concepts to meet adult needs
    c. Uses measurement devices--liquid, solid, linear, volume, weights

CAREER AWARENESS

1. Acquaint students with occupational clusters by utilizing primary and secondary resources.

2. Demonstrate the importance of all workers and their jobs and emphasize the necessity of all careers and emphasize the necessity of all careers for the successful operation of the community.

3. Examine in depth those careers which are applicable to student interests and needs.

4. Acquaint student with the fact that they live in changing society and therefore his work and living patterns may change and he must become flexible enough to adjust to change
    a. Survey students and relatives of changes in living patterns, interests, careers, homes, attitudes, family constellations
    b. List changes students have made due to change in classes, schools, neighborhoods

5. Help students become aware that continuing education is necessary and valuable in both vocational and avocational pursuits
    a. Ask interviewee what he had had to learn since he had been employed
    b. Examine course offerings in adult education and credit and non-credit offered by ICC
    c. Examine community course offerings--ex. YWCA, park district, music, Lakeview, Carver Center

ECONOMIC AWARENESS

1. Manages money efficiently
    a. Identifies names and values of coins and bills
    b. Computes exact amount of money needed for making a purchase
    c. Makes change
    d. Writes and cashes checks using positive identification
    e. Receives and keeps bill receipts

2. Manages money carefully
    a. Avoids carrying large sums of money
    b. Use of money orders and travelers checks
    c. Estimates daily money needs
    d. Assesses banking services-savings, checking, loans, safe deposit boxes.

3. Practices sound basic purchasing principles
    a. Buys according to needs and wants
    b. Locates where to shop for specific items

4. Selects and buys economically for self and others
    a. Compares relationship of quality, quantity, and price
    b. Buys clothing and accessories
    c. Uses good judgement in recreational spending
    d. Reads labels and price tags

5. Budgets personal income effectively (to meet needs)

6. Constructs and utilizes family budget
    a. Keeps written account of income and expenses
    b. Demonstrates ability to save money

7. Examine credit buying and borrowing
    a. Evaluate when and where to borrow

   b. Identify credit terms--cash, credit, interest
   c. Identify methods of establishing good credit rating
   d. Awareness of garnishment and bankruptcy

8. Compare advantages of saving in a bank or loan company versus saving in the home.
   a. Saves systematically

9. Examine consumer services available
   a. Better Business Bureau
   b. Has knowledge of consumer frauds and trickery

10. Compares types of insurances
    a. Life
    b. Personal property
    c. Health
    d. Auto

11. Compares relationship between waste, destruction, time, and money

12. Realizes income tax requirements
    a. Seeks assistance from IRS and private agencies

13. Identifies rights and benefits of worker
    a. Can obtain or replace social security card and explain deductions
    b. Examine workmens compensations
    c. Examine advantages and disadvantages of unions

SOCIAL AWARENESS

1. Demonstrates a respect for authority by obeying rules and regulations

2. Recognizes, appreciates, and accepts the rights and contributions of others (race, nationalities, beliefs, ideas, individual handicaps and limitations)

3. Demonstrates knowledge of group roles
   a. Functions as group leader, follower, participant, adult family member, peer group member

4. Practices self respect

5. Expresses feelings through socially acceptable means
   a. Demonstrates acceptable adult means of expressing emotions
   b. Employs available resources for solving personal problems

6. Recognizes the importance of household and public equipment
   a. Identify and demonstrate proper use of appliances found in home or in public
   b. Identify metered utilities in home and contact persons responsible for repair when necessary

  c. Operate telephone (home and pay)
  d. Operate vending machines

DECISION MAKING

1. Analyze the process behind problem solving and decision making
   a. Demonstrate effectiveness in managing situational problems occurring in the home, school, neighborhood, and place of employment

2. Demonstrate an awareness of the consequences of a decision and acceptance of it
   a. Acknowledge and compare the causes and effects of a decision
   b. Employ the use of alternatives in reaching a goal

3. Demonstrate an acceptance of responsibility for setting and attsining goals
   a. Consider realization of the individual's potential
   b. Apply initiative in attaining goals once they are prescribed

4. Practice the process for planning social and school activities (both classroom and extracurricular)
   a. Organize small group activities both in and out of school
   b. Arrange career visits
   c. Invite guest speakers into the classroom

BEGINNING COMPETENCIES

1. Demonstrates capability to travel about in high school building unassisted

2. Demonstrates capability to travel in city freely and unsupervised
   a. Identify names and locations of major streets in city
   b. Uses directions and addresses to locate places
   c. Uses public transportation skillfully--bus (read schedule or knows who to call for information, location of stops and routes, transfers, purchase of tickets) and taxi
   d. Demonstrates proper travel manners

3. Identifies and locates important public buildings

4. Demonstrates ability to find way about public buildings and stores
   a. Obtains information through directory or communication with another individual

5. Obtains information in unfamiliar area
   a. Asks policeman, cab or bus driver
   b. Demonstrates use of city map

6. Uses private vehicle skillfully
   a. Demonstrates responsibility for self and others when owning and driving vehicle
   b. Interprets and obeys laws and safety rules

c. Arranges to have vehicle kept in good repair

7. Formulates plan concerning information needed in time of emergency
   a. Fills out personal identification cards
   b. Demonstrates ability to contact fire station, police station, doctor, hospital in time of emergency

8. Evaluates self realistically when making a job choice

9. Recognizes favorable attitues and habits that will assist in getting and keeping a job
   a. Maintains good school attendance
   b. Meets classroom standards set by classroom teacher
   c. Practices good personal and social traits associated with good work habits
   d. Maintains good physical health and appearance
   e. Demonstrates pride in work performance

10. Demonstrates work efficiency
    a. Plans and organizes work or job
    b. Work with minimum supervision
    c. Seeks assistance when necessary
    d. Completes task assigned
    e. Works efficiently and consistantly within a group

11. Manages tools and equipment skillfully

12. Gains various work experiences in on-the-job training
    a. In-school placement
    b. Community placement

13. Seeks assistance from school personnel when necessary

14. Expresses needs clearly

EMPLOYABILITY SKILLS

1. Appraises what jobs he/she can perform with success
   a. Matches abilities to job requirements.

2. Demonstrates ability to find employment
   a. Locates, reads, and comprehends want ads.
   b. Distinguishes public employment services from private employment agencies--evaluate advantages and disadvantages rendered by these agencies.
   c. Identifies temporary employment placement services (Manpower, Availability)
   d. Obtains information of availability of employment from other employed personnel

3. Applies for job
   a. Contacts business
   b. Completes application form accurately
   c. Locates personnel office

4. Participates in employment interview
   a. Displays favorable conduct during interview
   b. Appropriate personal appearance

5. Assesses factors to be considered when selecting employment.
   a. Discuss advantages and disadvantages of long-term and seasonal employment
   b. Realizes that salary is not always the main consideration
   c. Evaluation of fringe benefits

6. Recognizes major responsibility of worker to employer
   a. Reports to work regularly and on time
   b. Proper absence notification
   c. Demonstrates ability to work with or without supervision

7. Demonstrates ability to follow written and verbal instructions
   a. Seeks assistance when in doubt about assigned task

"MODEL" CAREER VISIT DIRECTORY

Baker-Hauser Company
1330 N.E. Adams Street
Peoria, Illinois

Contact:
Mr. John Hauser
Mgt. Training
673-7966

Baker-Hauser Company is a multiline company which is a dealer in some cases and distributor in others. The company carries a total of 175 lines of equipment dealing basically in the area of refrigeration, air conditioning and heating. It is a sales, service, and installation company which employs 50 people. The concentration is mainly in Central Illinois, but is also national. Our main volume of business is with store fixtures (grocery store equipment).

Baker-Hauser Company can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities for 1 bus or 4 cars

1-1/2 - 2 hours approximate time needed for interviews and visit

Representative jobs are sales, service and installation.

Maximum number of students per visit is 20 with no age limitations.

Avoid visits on Monday and Friday

Best time for visits are Tuesdays 10:00 a.m. - 12 noon during the winter months.

2 weeks advanced notification is required.

Description of possible areas or departments to visit - entire company

"MODEL" CAREER VISIT DIRECTORY

Burlington Northern Inc.
411 Hamilton Blvd., Rm. 1224
Peoria, Illinois

Contact:
Mr. Bert Vickery
Area Sales Mgr.
673-5651

The Burlington Northern is a railroad transportation company providing transportation and services in the overall materials distribution program. This is a Marketing Office oriented to Sales and Service primarily dedicated to gaining new business and retention of existing business.

The Burlington Northern Inc. can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50 - 54)

Parking facilities for cars in the National Garage in the Savings Center Building

One hour approximate time needed for interviews and visit

Representative jobs are area sales manager, managerial activities, area sales representative, selling; Chief Clerk, office manager; and steno-clerk

Maximum number of students per visit is 5. Age group limitations are 8 or above

Avoid Mondays and Fridays for visits

Safety considerations: remain aboard vehicle if tour made of yard, ramp, and other facilities.

No special instructional materials available - will try to secure some

Suggested follow-up activities: A possible bus (or car) tour of outside facilities. This subject to further discussion and coordination.

Best time for visits are Tuesdays, Wednesdays, and Thursdays at 10:00 a.m.

One week advance notification required for visit.

Description of possible areas or departments to visit:
  Area sales office for railroad activities
  Tour of yard available on occasion

"MODEL" CAREER VISIT DIRECTORY

Caterpillar Tractor Company
600 W. Washington Street
East Peoria, Illinois

Contact:
Mr. Phil Jones
General Supervisor
Education & Training Dept.
675-2121

The East Peoria Plant manufactures engines, transmissions, and crawler tractors. There are hundreds of different jobs in these functions: factory operations, office operations and technical departments including crafts and trades, special skilled jobs, technicians, engineers, and supervisors.

The East Peoria Plant can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities are available for buses and cars

Approximate time needed for interviews and visits is 2 hours - minimum

Representative jobs are factory operations, office operations, engineers, technicians

Maximum number of students per visit is 30 and 12 years of age

10 visits per year (subject to future experience and needs

Avoid Friday visits

Safety considerations are safety glasses, shoes which enclose the feet and have good soles (sandals, open toe shoes and thin soles not appropriate.

No special instructional materials identified at this time, however, some of our literature may be usable

Suggested follow-up activities: a representative from the company can visit school a few days after visit to answer questions.

Best time for visits are Monday thru Thursday - 8:00 a.m. - 3:00 p.m. during any month

Two weeks advanced notification required

Description of possible areas or departments to visit:

- office functions: secretary, designer, accountant, clerk, etc.
- factory functions: assembler, machine operator, welder, electrician, inspector, machine repairman, foreman, etc.

"MODEL" CAREER VISIT DIRECTORY

Caterpillar Tractor Company
100 N.E. Adams
Peoria, Illinois 61602

Contact:
Pat King
Supervisor,
Personnel Development
675-4281

The Caterpillar Tractor Company manufactures earthmoving equipment. We have within our Administration Building numerous occupations.

The Caterpillar Tractor Company can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities are available for cars at the Washington Street Parking Area

Approximate time needed for interviews and visits is 1 to 1-1/2 hours

Representative jobs are secretaries, accountants, economists, industrial nurse, lawyers, librarians, engineers, doctors, teletype and switchboard operators, etc.

Maximum number of students per visit is subject to discussion at time of visit request

No age limit in the Administration Building but would like to hold discussion at time of request if students are under 6 years of age

A minimum of 2 weeks advanced notification is required

Description of possible areas or departments to visit are:

The entire facility is office space. We can provide visits to any area of building with exception of Dealer Data Processing area. Exposure of Data Processing would be provided by our East Peoria facility.

"MODEL" CAREER VISIT DIRECTORY

Caterpillar Tractor Company
Mapleton, Illinois 61547

Contact:
Mr. John W. Harris
Training Manager
675-8648

Caterpillar Tractor Company is a gray iron foundry employing 2,800 persons on all shifts. All castings produced are 4 lbs. and larger and are used by other company units. Major castings are cylinder blocks and heads, cylinder liners and engine fly wheels.

Caterpillar Tractor Company, Mapleton, can accommodate steps two and three in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities are available for buses and cars.

Approximate time needed for interviews and visit is 2 hours

Representative jobs are clerical, pattermakers, foundrymen, electricians, pipefitters, millwrights, machine operators, etc.

Maximum number of students per visit is 24 and they must be 12 years of age or older

3 visits per year at the plant

Safety considerations are proper dress, hard soled shoes, no sandals, no high heels, no shorts, no maxi lengths. Company will provide safety glasses.

Company will furnish instructional materials that are available

Best times for visits are Tuesdays, Wednesdays and Thursdays -
9:30 a.m. - 11:45 a.m.

Two weeks advanced notification required

Anticipated problems or constraints -
no crutches, leg casts or wheel chairs

Description of possible areas or departments to visit:
- pattern shop
- foundry office

"MODEL" CAREER VISIT DIRECTORY

Caterpillar Tractor Company
Mossville, Illinois

Contact
P. Akins
Supervisor Emp. Tr.
578-8121

Caterpillar Tractor Company manufactures earth moving equipment and diesel engines

Caterpillar Tractor Company, Mossville, can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities are available for buses and cars

Approximate time needed for interviews and visit is 1 - 5 hours

Representative jobs are manufacturing, business, accounting, engineering, planning and tooling, materials

Maximum number of students per visit is 15 and they must be 12 years of age or older

Safety considerations are normal plant safety rules and precautions - safety glasses

Special instructional materials available are exhibits, films, tapes, pictures, printed materials, etc.

Suggested follow-up activities:
school visit by specific professionals

Best times for visits are 9:30 a.m. - 1:45 p.m. Monday thru Friday

Two weeks advanced notification required

Description of possible areas or departments to visit:
- machine shop
- engine assembly
- engine test
- data processing
- engineering department
- planning and tooling
- quality control
- marketing

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Automotive Maintenance
300 Liberty Street
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse
Mr. R. L. Kamin
Community Relations
672-5219

The Automotive Maintenance Department is a public utility, supplying electric power and natural gas to our customers. The Transportation Services Department's main responsibility is providing transportation to all other departments requiring this service. This is done by drawing up specifications for equipment which will fill our needs most economically, and by setting up a preventive maintenance schedule for each vehicle to keep it in good operating condition.

The Automotive Maintenance Department can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Ample parking facilities for buses and cars

Approximate time needed for interviews and visit is one hour

Representative jobs are crew leaders (mechanic) and garage foreman

Maximum number of students per visit is 30 and they must be 14 years of age or older.

3 visits per year

Days to avoid are Monday and Friday

Safety considerations are safety glasses must be worn at all times

Special instructional materials are available through Ted Krosse

Suggested follow-up activities are investigate other fleet facilities for comparison purposes

Best times for visits are Tuesdays or Wednesdays in the morning during the months of November, January, May

Two weeks advanced notification required

Anticipated problems or constraints -
  Students are not allowed under vehicles when they are on hoists
  Students must stay in passage-ways
  Students are not allowed to handle equipment

Description of possible areas or departments to visit:
  Garage Area
  Electric Service Center
    8420 N. University

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Electric Operations
300 Liberty Street
Peoria, Illinois

Contact:
Mr. Ted Krosse/ Will Haare
Community Relations
672-5219

Illinois Light Company is a electric and gas service company which provide these services to the residential and business communities within the central portion of the State of Illinois.

Parking facilities available in front of building for buses or cars

Approximate time needed for interviews and visit is 30 minutes

Representative jobs are clerical, plant, line, forestry, real estate, engineering, storeroom, underground, meter shop, gas construction, accounting and management

Maximum number of students per visit is 20 and they must be 12 years of age or older

3 visits per year

Days to avoid are Mondays and Fridays

Safety considerations are strict safety roles and negotations governing visits with the company

Suggested follow-up activity is a question and answer period

Best times for visits are Tuesdays, Wednesdays, Thursdays - 9:00 a.m. - 3:00 p.m. during the months of October, December and April

Thirty days advanced notification required before first visit and two weeks thereafter

Description of possible areas or departments to visit:
- Forestry
- Underground
- Line construction
- Substation

Films are available if weather is bad and group will not be able to take a field trip.

'MODEL' CAREER VISIT DIRECTORY

Central Illinois Light Company
Gas & Electric Distribution
300 Liberty
Peoria, Illinois

Contact:
Mr. Ted Krosse/ Bob Hays
Community Relations
672-5219

The Central Illinois Light Company Gas and Electric Distribution site is a construction maintenance and operations of gas and electric systems in Peoria and surrounding areas.

Central Illinois Light Company, Gas & Electric Distribution, can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50 - 54)

Parking facilities available for buses and cars.

Arrangements will be made for amount of time needed for interviews and visits

Representative jobs are journeyman pipefitter, journeyman electricians, journey lineman, gas and electric meterman, etc.

Maximum number of students per visit is 30 and they must be 9 years of age or older

2 visits per year

Special instructional materials are available at the site

Best times for visits are Tuesdays, Wednesdays and Thursdays from 9:00 a.m. - 3:00 p.m. during the months of May through September

Two to three weeks advanced notification is required

Anticipated problems or constraints are -
some areas restricted

Description of possible areas or departments to visit:
- Gas and Electric Service Dispatch
- Storeroom
- Gas Construction
- Gas Service
- Electric Service
- Propane Plants

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Computer Programming
300 Liberty Street
Peoria, Illinois

Contact:
Mr. Ted Krosse/ Walter White
Community Relations
672-5219

Illinois Light Company is an electric and gas service company which provides services to the residential and business communities within the central portion of the State of Illinois.

Central Illinois Light Company, Computer Programming, can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses and cars in private or municipal parking lots

Two hours approximate time needed for interviews and visit

Representative jobs are Data Processing Operator, Programmers, Key Punchers, Computer Operators

Maximum number of students per visit is 30 and they must be 12 years of age or older

4 visits per year

Avoid Friday visits

Safety considerations - keep children from buttons and switches

Special instructional materials available through Ted Krosse

Best times for visits are Tuesdays, Wednesdays, Thursdays in the morning during the months of February to May and October to November

Two weeks advanced notification required

Description of possible areas or departments to visit:
Computer Floor

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Office Activities
300 Liberty Street
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse/ Jan Foster
Community Relations
672-5219

Central Illinois Light Company is a electric and gas service company which provide services to the residential and business communities within the central portion of the State of Illinois.

Central Illinois Light Company, Office Activities, can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses and cars in private or municipal parking lots

One hour approximate time needed for interviews and visit

Representative Jobs are mailclerk, pressmen, secretary, storesman, receptionist, customer contact clerk, company telephone operator

Maximum number of students per visit is 30 and there is no age limit

Avoid Monday visits

Special instructional materials available through Ted Krosse

Suggested follow-up activites are - perhaps discussions stressing the importance of subjects, apparently unrelated to office jobs, to the office job such as English, math, reading, spelling, grammer, etc.

Best times for visits are Tuesdays, Wednesdays, Thursdays, and Fridays from 9:00 a.m. - 3:00 p.m.

Description of possible areas or departments to visit:
Most office areas including mailroom, print shop, secretarial areas, telephone console area, office supplies storeroom

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Finance-Accounting Department
300 Liberty Street
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse/Bill Goebel
Community Relations
672-5219

Central Illinois Light Company is an electric and gas service company which provide services to the residential and business communities within the central portion of the State of Illinois

Central Illinois Light Company, Finance-Accounting Department, can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses and cars in parking lots

1-1/2 hours approximate time needed for interviews and visit

Representative jobs are accounting clerk, senior accounting clerk, accountant, accounting intern, junior clerk payroll, clerk payroll, senior clerk payroll

Maximum number of students per visit is 12 and they must be 12 years of age or older

Three visits per year

Avoid Monday, Tuesday and Friday visits

Special instructional materials available through Ted Krosse

Best times for visits are Wednesday or Thursday from 9:30 a.m. - 12 noon during October, April and May from the 20th thru the 30th of the months

Seven to ten days advanced notification required

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Marketing Department
300 Liberty
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse/John Ewan
Community Relations
672-5219

The Marketing Department is the liason for the customer to receive gas and electric service. For example, our department will carry out all necessary steps to serve a customer's new home from the start to final connection.

The Marketing Department can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses and cars in private or municipal parking lots

1-1/2 hours approximate time needed for interviews and visit

Representative jobs are Home Economist, Dealer Coordinator, Residential Marketing Consultant, Rural Marketing Consultant

Maximum number of students per visit is 20 and there is no age limit.

Three visits per year

Avoid visits on Mondays and Fridays

Safety considerations - normal office precautions

Special instructional materials available are films from Public Relations

As a suggested follow-up activity perhaps call or visit a customer

Best times for visits are Wednesdays, Tuesdays, and Thursday from 1:00 p.m. - 3:00 p.m. during December, January and February

Two weeks advanced notification required

Description of possible areas or departments to visit:
- Office facilities
- Insulation Exhibit
- Home service kitchen

"MODEL" CAREER VISIT DIRECTORY

Central Illinois Light Company
Power Plant Operations
300 Liberty Street
Peoria, Illinois 61602

Contact:
Mr. Ted Krosse/ Tom Livingstone
Harold Weachter/ Pat Day
Community Relations
672-5219

Central Illinois Light Company is an electric and gas service company which provide services to the residential and business communities within the central portion of the State of Illinois.

Central Illinois Light Company, Power Plant Operations, can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Ample parking facilities for buses ✓ and cars

1-1/2 hours approximate time needed for interviews and visit

Representative jobs are apprentice operator, coal equipment operator, janitor, repairman helper (mechanica-instrument-chemical) electrician helper, office clerk

Maximum number of students per visit is 50 and the students must be seventh graders or over

Number of visits as needed per year

Safety considerations - safety glasses must be worn (glasses will be provided)

Special instructional materials available through Ted Krosse

Suggested follow-up activities are:
- Study environment careers
- Study unit on energy resources

Best times for visits are December through February from 10:00 a.m. or 2:00 p.m. any day

2 weeks advanced notification required

Anticipated problems or constraints - visit may be postponed during plant maintenance or repair periods

Description of possible areas or departments to visit:
- E. D. Edwards Station
- Power Plant Facility located south of Bartonville off U.S. Route 24
  - control room, turbine room water treatment-pulverizer, pump, compressor area, coal handling area

"MODEL" CAREER VISIT DIRECTORY

Commercial National Bank of Peoria
301 S.W. Adams Street
Peoria, Illinois 61601

Contact:
Mr. A. L. Vignali
Personnel Officer
674-7781

Commercial National Bank of Peoria is a full-service bank engaged in:

- Receiving and protecting deposits (checking and savings)
- Making loans (personal, real estate, construction, corporate)
- Administration of trusts (real estate, investments, life insurance, etc.)
- Sale of U. S. Bonds, Travelers Checks, Money Orders, Cashier Checks, Rental of Safe Deposit boxes
- Data Processing (automated payrolls, processing of loans, demand deposits, etc.)
- Farm Management and Management of other real estate properties

The Commercial National Bank of Peoria can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. k (pp. 50-54)

Parking faciaities for cars in the Bank Park parking deck with entrance on Jefferson Street

1-1/2 to 2 hours approximate time needed for interviews and visit

Representative jobs are tellers, secretaries, clerk-typists, programmers (computer) computer operators, keypunch operators, farm managers, etc.

Maximum number of students per visit is 15 and there is no age limit

3 to 4 visits per year

Avoid visits on Mondays and Fridays also the first, second and last day of each month.

Printed material available from Marketing Department

Suggested follow-up activity could be possible review or question and answer period in the Assembly Room

Best times for visits are February, March, September and October on Wednesday and Thursdays from 1:00 p.m. to 4:00 p.m.

Preferably 2 weeks advanced notification needed

Anticipated problems or constraints -
Must observe security procedures in areas such as behind teller windows and the Computer Rooms

Description of possible areas or departments to visit:
Teller windows
Trust Department
Installment Loan and Data Processing (limited access)

"MODEL" CAREER VISIT DIRECTORY

First Federal Savings &
Loan Association of Peoria
111 N. E. Jefferson
Peoria, Illinois

Contact:
Ms. Kay Stretch
Assistant Secretary
676-0811

The First Federal Savings and Loan Association is a savings association that accepts the savings of individuals and organizations and uses these funds to make loans for the purchase and construction of homes and commercial projects.

The First Federal Savings and Loan Association can accommodate the last two steps outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking faciaities for cars are available in the Savings Center Parking Deck. The entrance is off of Madison Avenue

1-1/2 hours approximate time needed for interviews and visit

Representative jobs are Board of Directors, President, Vice President, Senior Vice President, Executive Vice President, Department Heads, Family Finance Counselors, Sect., Stenographer Tellers, Cooks, etc.

Maximum number of students per visit is 30 and they should be high school students

9 visits per year (one per month)

Best time for visits are the months of September - May during the morning

One week advanced notification required

Description of possible areas or departments to visit:

- Savings Department
- IBM Department
- Building & Cafeteria Management
- Tellers
- Maintenance Engineer,
- Appraisers
- Personnel Secretary
- Loan Processing
- Marketing

"MODEL" CAREER VISIT DIRECTORY

Fleming-Potter Co., Inc.
(Litographers-Printers)
1028 S.W. Adams
Peoria, Illinois 61602

Contact:
Mr. Leo McConkey
Personnel Director
676-2121

Fleming-Potter is engaged in the Graphic Arts - printing primarily Whiskey labels and Seals such as Boystown, National TB Association, Publishers Clearing House.

Fleming-Potter can accommodate the last two steps outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities for buses and cars are available in the street.

2 hours approximate time needed for interviews and visit

Representative jobs are Litho pressman, embossing machine operator, paper cutter, artist, film stripper and perforator operator, etc.

Maximum number of students per visit is 15 and they should be high school students

3 visits per year

Safety considerations -
None specifically except that the students must keep together as a group under the director of the tour guide..and must adhere to his limitations on safety instructions

Best time for visits is Wednesday only from 10 a.m. to 12 noon.
Period #1 - September, October, November
Period #2 - December, January, February
Period #3 - March, April, May
One visit only during these periods

10 days advanced notification required

Description of possible areas or departments to visit:
The total place facilities are available for the conducted tour...with certain limitations only where safety factors are concerned.

"MODEL" CAREER VISIT DIRECTORY

John Hackler and Company
1 Commercial Nat'l Bank Bldg.,
Peoria, Illinois 61602

Contact:
Mr. Fred Mancuso
Partner
676-6159

John Hackler and Company are architectural planners doing diversified projects from individual building design to large tract planning: "Creve Coeur Building" - Liberty & Jefferson) Office Building/Private Club, "Pierson Hills" (Nebraska-Peoria) Moderate income housing

John Hackler and Company can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Downtown parking facilities are available for buses and cars

Representative jobs are architectural planners

Maximum number of students per visit is 5 and they should be 14-16 years of age

Best time for visits are Friday afternoons

Two-three weeks advanced notification preferred

"MODEL" CAREER VISIT DIRECTORY

Hiram Walker & Sons, Inc.
Foot of Edmund Street
Peoria, Illinois 61601

Contact:
Personnel Department
Enos Campbell
674-8241 - Ext. 275

Hiram Walker & Sons, Inc. is a distiller of fine beverage alcohol products which it sells in 140 countries. Light bottled whiskeys and cordials are the company's specialities. Hiram Walker employs more than 1500 people in Peoria.

Parking facilities are available for buses and cars

Approximate time needed for interviews and visit is two hours

Representative jobs are:
- Accounting and General Office clerks
- Clerk Typists
- Stenographers
- Technicians
- Production and maintenance workers

Maximum number of students per visit is 30 and they should be high school students

2 visits per year

Avoid Monday and Friday visits

Safety considerations are -
- Remain with group and company guides
- No smoking in plant area
- Should have suitable attire, including shoes

Special instructional materials available are printed materials

Best times for visits are Tuesday, Wednesday, and Thursdays in the morning during the months of February, March, April and May

Two weeks advanced notification required

Description of possible areas or departments to visit are:

Maintenance crafts, production work, Grain department, Elevator, Yeast, Distillery Control and Research Labs, General Office Areas, Warehousing, Blending, Bottling Departments, Inspection-Testing, Shipping and Receiving and Plant Protection

"MODEL" CAREER VISIT DIRECTORY

Institute of Physical Medicine and
Rehabilitation
619 N. E. Glen Oak
Peoria, Illinois

Contact:
Miss E. Mosimann
Coordinator of Education
676-8706

The Institute of Physical Medicine is a medically oriented rehabilitation center that will provide services necessary to restore physically handicapped convalescent and chronically ill patients to their maximum remaining capacity. These services include physical therapy, occupational therapy, medical social services, psychology, speech pathology, training in activities of daily living and prevocational evaluation.

The Institute of Physical Medicine and Rehabilitation can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities are available in the parking lot for cars

A minimum of 30 minutes is needed for interviews and visit

Prepresentative jobs are physical therapist, occupational therapist, medical social services, psychologists, speech pathologist

The maximum number of students per visit is 10

4 visits per year

Avoid Monday visits

Printed materials available

Best times for visits are Tuesday, Wednesday, Thursday and Friday at noon - 8:00 a.m. or 3:30 p.m.

One week advanced notification required

Anticipated problems or constraints:
Be aware that patients may be in the areas receiving treatment. Some patients develop anxiety when they are observed by visitors.

Description of possible areas or departments to visit:
Physical Therapy
Occupational Therapy
Speech Department
Vocational Counseling

"MODEL" CAREER VISIT DIRECTORY

IBM Corporation
606 Fayette Street
Peoria, Illinois

Contact:
Mr. Ed Faulkner
Administration Manager
673-6121

The IBM Corporation is in the office machines industry. The Peoria Branch Office has a primary function of Sales/Service in the area of Data Processing. In addition, our Office Products Division markets and services electric typewriters and related office equipment. The Field Engineering Division represents the service division for data processing equipment.

The IBM Corporation can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for cars in the company parking lot

Approximately two hours are needed for interviews and visit

Representative jobs are:
- Office Products Division markets, service to typewriters and related office equipment

The maximum number of students per visit is 25 and they must be 12 years of age or older

One visit per year

Avoid visits on Mondays, Thursdays and Fridays.

Special instructional materials available are films from internal company sources

Best times for visits are Tuesdays and Wednesdays during the morning. The best months are September and October

One week advanced notification required

Description of possible areas or departments to visit are:
- Data Processing Division - Marketing and Administration
- Office Products Division - Marketing/Administration/Customer Engineering
- Field Engineering Division - Customer Engineering

"MODEL" CAREER VISIT DIRECTORY

Interstate Brands Corporation
1511 West Lincoln
Peoria, Illinois

Contact:
Mr. W. A. Costello
General Manager
674-9221

Interstate Brands Corporation is a commercial type bakery. They bake bread, buns of all types and brown "n" serve rolls.

The Interstate Brands Corporation can accommodate the last two steps in the outline in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available in two parking lots for buses and cars

Approximate time needed for interviews and visit is 2 hours

Representative jobs are route salesman, bakers, office, plant engineers - maintenance, transport drivers, garage mechanics

Maximum number of students per visit is 15 and they must be 10 years of age or older

One visit per month

Days to avoid visits are Wednesdays and Fridays

Safety considerations will be arranged when students arrive

Best time for visits are September through April on Wednesday and Fridays during the afternoons

One week advanced notification required

Description of possible areas or departments to visit:
- Bakery
- Repair garage
- Office

"MODEL" CAREER VISIT DIRECTORY

The Journal Star
1 News Plaza (off War Memorial Drive)
Peoria, Illinois

Contact:
Ms. Sallie Whelan
Director of Educational Services
688-2411 ext. 366

The Journal Star publishes a daily newspaper covering Central Illinois. It has 7 editions with a circulation of approximately 110,800. This newspapers goes to 21 counties, employees 500 and has 1500 carriers delivering the paper.

The Journal Star can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses and cars

Approximate time needed for interviews and visit is one (1) hour

Representative jobs are: artists, accountants, clerks, data processing, sales, copy writing, cartoonies, printers, dispatch, editors, writers, etc.

Maximum number of students per visit is 10. For this program Ms. Whelan will supervise and take students in grades K-12

Avoid visits on Wednesdays and Thursdays

Special instructional materials available for loan by picking up or through the mail

Suggested follow-up activities:
Use of newspaper in classroom

Best time of day for visits is afternoon

Two weeks advanced notification required

Anticipated problems or constraints would be deadlines

Description of possible areas or departments to visit:
- Advertizing Department
- Mechanical - depending on age
- Newsroom Department
- Circulation

The Journal Star tries to work as closely with schools as they can - offering materials, personnel - where possible to help students and teachers understand them better

"MODEL" CAREER VISIT DIRECTORY

Lankton, Ziegele, Terry & Assoc.
1100 Main Street
Peoria, Illinois 61602

Contact:
Mr. J. Robert Dageforde
Partner
688-3686

Lankton, Ziegele, Terry & Associates are architects and structural engineers. Chiefly they design; prepare construction documents (plans) for: and supervise the construction of buildings.

Lankton, Ziegele, Terry & Associates can accommodate steps 1 and 3 in the outline in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities for buses might be arranged in the church lot with sufficient notice. There are two visitor car spaces in the company lot and ample parking adjacent to church lot.

Approximately 30 minutes needed for interviews and visit

Representative jobs are draftsman, architects, designers, engineers, land planners, artists, model builders, estimators, construction administrators

Maximum number of students per visit is 15. There is no real safety hazards but company suggests teacher determine value of small children's visit

3 - 4 visits per year

Avoid visits on Fridays

Special instructional materials available are pamphlets published by American Institute of Architects - in limited supply

Suggested follow-up activities are:
specific building visits - perhaps for small group of older children, job under construction.

Best times for visits are from 10 a.m. to noon during the months of November thru March

One - two weeks advanced notification required

Description of possible areas or departments to visit are:
Have only one main area of interest - drafting room. Small printing (ozalid) area. Clerical and conference space.

"MODEL" CAREER VISIT DIRECTORY

Massachusetts Mutual Life
5th Floor, Security Savings Bldg.,
500 N. E. Adams
Peoria, Illinois

Contact:
Mr. Henry Zang
Adm. Assistant
673-8131

Massachusetts Mutual Life Insurance Company sells life, disability, and health insurance to individuals and business. Service over $300 million of life insurance in force on lives of 19,000 policyholders. Aid 30 agents located in Peoria and nine (9) other Central Illinois communities in their sales and services.

Massachusetts Mutual Life Insurance Company can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities for cars are available in the Security Savings garage

Representative jobs are: cashiers, secretaries, sales

Maximum number of students per visit is 15. Doubtful that younger students would be interested

3 visits per year

Days to avoid visits are Monday and Friday

Special instructional materials available are various company brochures

Best times for visits are Tuesdays, Wednesdays, or Thursdays from 9:30 a.m. to 12 noon during the months of September, January, February, March, April

One week advanced notification required

Description of possible areas or departments to visit are:

- Cashiers Department
- Secretaries
- Sales Promotion & Training
- Cassette Recorders, Tapes, Video Tapes
- Sales Offices

"MODEL" CAREER VISIT DIRECTORY

Northern Regional Research Lab
Agricultural Research Service
US Dept. Agriculture
1815 N. University St.
Peoria, Illinois 61606

Contact:
Mr. J. E. Hubbard
Assistant to Director
685-4011 ext. 316

Northern Regional Research Laboratory employs about 300 scientists and technicians in the field of chemistry (organic, physical, biochemical, analytical), microbiology, engineering. The primary function is research on farm products--corn, wheat, grain, sorghums, soybeans, and potential new crops.

Northern Regional Research Laboratory can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for a maximum of 3 buses - 20 cars

Approximate time needed for interviews and visit is 1-1/2 hours

Representative jobs are scientists and technicians, electricians, carpenters, plumber, computer technicians, all federal employees under civil service

Maximum number of students per visit is 40 and they should be 12 years of age in the 7th grade or higher

One or two visits per month except in September, October, April and May

Safety considerations: tours limited to "safe" areas

Special instructional materials available are: films, slides on certain topics, career literature

Suggested follow-up activities:
This is just one agency of USDA. The Educational Services and Office of Information provide a great deal of information, publications and films on many of the other activities of the U. S. Department of Agriculture

Best times for visits - almost any day or time during the months of November and March

One week advance notification preferred

Possible areas or departments to visit:
- Library and offices
- Laboratories & Pilot Plants (chemical and Industrial Research on Farm Crops)

"MODEL" CAREER VISIT DIRECTORY

Peat, Marwick, Mitchell & Co.
1100 Commercial National Bank
Peoria, Illinois 61602

Contact:
Mr. R. E. Gordon
Manager
6760777

Pear, Marwick, Mitchell and Co. is a large international public accounting firm who perform auditing, consulting and tax service for all types of business.

This company can accommodate all steps outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for cars in the Commercial Bank Parking Lot

Approximate time needed for interviews and visit is one (1) hour

Representative jobs are: accountants, counsultants, secretarial, and clerical

Maximum number of students per visit is 6 and they should be high school level

Three visits per year

Printed material available for distribution

Best times for visits are Tuesdays, Wednesdays, Thursdays during the months of May through November. No particular clock time preferred

Two weeks advanced notification required

All departments are available for visits

"MODEL" CAREER VISIT DIRECTORY

Peoria Public Schools
3202 N. Wisconsin
Peoria, Illinois 61603

Contact:
Mrs. Mildred Sanders
Receptionist
672-6789

Peoria Public Schools Administration office houses the chief educational administration and the business functions for the entire school District 150.

Peoria Public Schools Administration office can accommodate each step outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities are available for buses and cars in the parking lot

Approximate time needed for interviews and visit is 45 minutes

Representative jobs are: secretarial, clerks, accounting, payroll, machine operations, custodian, purchasing, etc.

Maximum number of students per visit is 30 and they should be 12 years of age or older

Avoid visits on Mondays and Thursdays

Printed materials are available

Suggested follow-up activity is a discussion in home classroom

Best times for visits are Tuesdays, Wednesdays and Fridays from 9:00 a.m. to 12 noon and 1:00 p.m. to 3:30 p.m. during the months of September thru May

One week advanced notification required

Description of possible areas or departments to visit:

- Data processing
- Machines room
- Board rooms
- Business offices
- Administration offices
- Special Education
- DLC (by special arrangements)

"MODEL" CAREER VISIT DIRECTORY

Peoria Savings & Loan Association
107 S. W. Jefferson St.
Peoria, Illinois

Contact:
Roger Lumberry
Savings Manager

Peoria Savings & Loan Association's basic goal is to provide savings to the public to earn interest on funds deposited and to provide home ownership. Departments which make up the Association are the Accounting Department, Savings Department, Credit Department, Appraising Department, and the Mail Room function.

Peoria Savings & Loan can accommodate the first and third steps outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses and cars in the lot behind the Jefferson Bank.

Approximate time needed for interviews and visit is 2-1/2 hours

Representative jobs are: mail clerks, appraisers, accountants, tellers, etc.

Maximum number of students per visit is 10 and the age limit should be up to the teacher depending upon the comprehension they might have of the business

Suggested follow-up activity would be to visit other financial institutions

Best times for visits are Wednesdays or Thursdays - 9:30 a.m. during the middle of the month of the following months: January, February, April, May, October and November

Three days advance notification required

Description of possible areas or departments to visit:

- Accounting Department
- Teller Division
- Savings Department
- Loan Department
- Mail Room
- Appraising
- Credit Department

A representative from the business is available to visit the classroom for discussion of the business

"MODEL" CAREER VISIT DIRECTORY

Peoria Schools of Medicine
University of Illinois
College of Medicine
1400 W. Main
Peoria, Illinois

Contact:
Dr. J. D. Clemmons
Coordinator of Educational Services
674-8477

On September 25, 1972, the Peoria School of Medicine opened its doors to 30 sophpmore medical students and will continue to educate 18 senior medical students. The students will receive an M.D. degree upon completion of their studies here and will be awarded the degree thru the University of Illinois, College of Medicine, Chicago, Illinois. In attempting to accomplish this task, the School has all of the accouterments necessary, i.e. faculty, administration, clerical help, library and library personnel, texts and anxillary study aids.

The Peoria School of Medicine cann accommodate all steps outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities could possibly accommodate a bus but there is little space available for parking

Approximate time needed for interviews and visit is 45 - 60 minutes

Representative jobs are: faculty, administration, clerical, library personnel students.

Maximum number of students per visit is 30 - from grades 4 - 12

One visit per month throughout the year

Days to avoid visits are Mondays through Thursdays

Safety considerations:
On visitations to the lab facilities students will have to be cautioned not to handle some of the items which will be in different stages of research. (Areas will be roped off)

Special instructional materials will be available upon request from Dr. J.D. Clemmons

Suggested follow-up activities: Write up by each student regarding his reactions to the trip including things he liked, disliked or would have liked to have seen that he did not see. Students could also suggest things they would like to have improved and also send a note of thanks for the opportunity to visit the school

Best time for visits are Fridays from 9 a.m. to 3 p.m. during October through June.

A minimum of 2 weeks notification is required

Description of possible areas or departments to visit: all areas of the school will be available for visitation purposes. This includes offices, storage areas, laboratories, pathology museum, classrooms, library, etc.

"MODEL" CAREER VISIT DIRECTORY

Price Waterhouse & Company
321 Liberty Street
Peoria, Illinois

Contact:
Mr. Tom Wyatt
Audit Manager
676-8945

Price Waterhouse & Co. is an international firm of certified public accountants with offices in 58 cities in the United States and 170 cities in the free world. In general, services rendered to clients include independent audits of financial statements, preparation and review of federal and local tax returns, and management advisory counsulting.

This company can accommodate all steps outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities for cars are available in the bank parking deck adjacent to offices.

Approximate time needed for interviews and visit is 1-1/2 hours

Representative jobs are: auditing, management, advisory, consulting

Maximum number of students per visit is 15 and the students should be in grades 10 - 12.

5 visits per year

Days to avoid visits are Mondays and Fridays

Special instructional materials available are reprints of articles on accounting as a career, purchased from Princeton University.

Best times for visits are Tuesdays, Wednesdays, and Thursdays at 10:00 a.m. during the months of October, November, April and May

Three weeks advanced notification required

"MODEL" CAREER VISIT DIRECTORY

Security Savings & Loan Association
200 N. E. Adams
Peoria, Illinois

Contact:
Mr. Harold B. Harkless
Exec. Vice President &
Secretary
673-9011

Security Savings and Loan Association can accommodate step one in the outline in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities available for buses along Hamilton Blvd. and for cars inside the building

Approximate time needed for interviews and visits is 1-1-1/2 hours

Two visits per year

Days to avoid visits are Mondays and Fridays

Best time for visits are Wednesdays and Thursdays from 2:00 p.m. to 4:00 p.m. during the months of November, December, February, March and April

Description of possible areas or departments to visit:
- New Savings Accounts
- Mortgage Loans
- Teller

"MODEL" CAREER VISIT DIRECTORY

WMBD Radio & Television
212 S.W. Jefferson
Peoria, Illinois

Contact:
Mr. Mike Parker
Program Director
676-0711

WMBD Radio and Television Station can accommodate each step that is outlined in the Model Career Visit section of the Career Education Handbook. (pp. 50-54)

Parking facilities for cars available in surrounding parking lots

Approximate time needed for interviews and visits is one hour

Representative jobs are: announcer, creative writer, programmer, accountant, engineer, director, producer, secretary.

Maximum number of students per visit is 30 and the students should be in the fifth grade or upper grades

Five visits per year

Days to avoid visits are Mondays and Fridays

Best times for visits are Tuesdays, Wednesdays, Thursdays at 10:00 a.m. during the months of November, January, February, March and May

Anticipated problems or constraints are:

Silence necessary when near on-the-air studios.

Description of possible areas or departments to visit:

Radio and Television Studios and offices

"MODEL" CAREER VISIT DIRECTORY

Xerox Company
2216 West Altorfer Drive
Peoria, Illinois 61614

Contact:
Mr. James L. Rankin
Sales Manager
691-5232

The Xerox Company is a limited facility with an Area Sales Office with very light administrative functions and no manufacturing capabilities at all. We do, however, have demonstration facilities to display our equipment.

This company can accommodate step 2 in the outline in the Model Career Visit section in the Career Education Handbook. (pp. 50-54)

Parking facilities are available for buses and cars

Approximate time needed for interviews and visit is one hour

Representative jobs are: salesman, secretaries, etc.

Maximum number of students per visit is 10. The type of presentation is applicable to students nearing graduation.

One visit per month.

Special instructional material available are:
films and slides provided by Xerox and University of Michigan

Anticipated problems or constraints are - there is no space for large groups over 10 students.

Description of possible areas or departments to visit:
This is a local sales office. There is no manufacturing done here - only a demo room